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BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF

MONTANA

1954

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Helena, Montana

McKEE PRINTING COMPANY

BUTTE, MONTANA



Helena, Montana
December 1, 1954

To His Excellency, J. Hugo Aronson
Governor of Montana

In compliance with Section 75-1309, R. C. M., 1947, I herewith submit the Biennial Report of the Department of Public Instruction, for the period July 1, 1952 to June 30, 1954.

Respectfully yours,

MARY M. CONDON
State Superintendent
of Public Instruction

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FOREWORD



MARY M. CONDON
State Superintendent of Public
Instruction

The public schools of Montana exist, and are supported and operated, for the children of the state. Any evaluation of these schools must consider mainly the ultimate effect of the education given in these schools on the child. This is the only measure of the success of this educational system which merits consideration. The system of education must indicate a well-planned process, must show progress, and must show that we are doing the job better each year. The system must show that it is accommodating to every child, not just a mold in which to cram all children, regardless of needs.

We can take the case of an orchard with 2,000 fruit trees being grown. In certain respects all trees in this orchard can be treated alike. However, the gardener will find that he will have to give special attention to certain of the trees and seedlings which seem not to progress along at the same rate as the majority of trees in the orchard. The same is true with children, in that their needs vary.

We feel that the schools in Montana are good schools, but we know that there is always opportunity for improvement. Many articles have been written recently concerning defects in the American educational systems. These articles have accused the

schools of everything from an inability to teach reading, or the fundamental subjects, to the fact that they spend too much time on extra-class activities. Those interested in the education of the child will read these criticisms with a good deal of interest; they will read these criticisms objectively in order that they can see the schools as other people see them, and make necessary corrections in order to better them. People interested primarily in the education of children welcome constructive criticism. It is customary for many individuals and groups to place the blame on schools whenever some local, state, or national controversy exists. These people fail to realize that the great progress of our nation, of their state and localities, the standard of living we enjoy, the unexcelled success of our democratic form of government is all primarily due to an enlightened citizenry. These results are due principally to our system of public education.

This is the third biennial report since I first took office. The first report in 1950 told of the functions and services of the divisions of the State Department of Public Instruction, while the second report in 1952 went more into detail as to what is being done in our schools, the financing of our schools, and school construction. In this report we hope to elaborate on the following three phases of our educational system in Montana.

1. The current status of education.
2. The progress made in the past six years.
3. The goals toward which we are working.

Education is of concern to all. Education progresses only when all people work together — parents, citizens, teachers, trustees, pupils, organizations and institutions.

This report deals primarily with public education in Montana, since it is the report of the State Superintendent of Public Instruction. However, I should state that some 11,963 elementary pupils, with 334 teachers and 2,782 high school pupils, with 139 teachers, are attending private and parochial schools. This attendance is in line with Sec. 75 — 2901, R.C.M., 1947, which states:

"Compulsory attendance— . . . Every parent guardian or other person, having charge of any child between the ages of eight and sixteen years, shall send such child to a public, private or parochial school, in which the basic language taught is English, for the time that the school attended is in session . . ."

As we said in our opening paragraph, the goal of our entire educational system is to make of all youngsters good citizens, citizens of character and worth, imbued with a love of America and recognizing each other as persons of worth. The goal of this system is also to make all these youngsters able to take their places as participants in all the functions of local, state and national government.

The faith of America in education has been proved conclusively by the actions of its citizens in supporting its schools. We hope you will read this report and that we hear from you as to your opinions on the various goals we have outlined.



Administration of Our Schools

State School Boards' Association, 1954

Officers and Executive Committee: Standing: W. M. Adams, Livingston; O. A. Beck, Opheim; Bert Johnson, Brockton; Otto Habedank, Sidney: Seated: Mrs. Marie Olander, Miles City; Grant Boorman, Billings; A. M. Boggs, Brady; Ingolf Birkeland, Fort Benton; President Lulu Barnard, Kalispell; R. H. Anderson, Bozeman, is not shown.

Schools in Montana are organized and administered on the local level. The local school district is one of the oldest divisions of government and many date back to territorial days. When first organized, it was the only taxation unit used to support schools. However, as time went on and the school load became greater and more widespread, the county, the high school district, and the state took over part of the support.

At the present time Montana is divided into 1168 common school districts. The original intention of law makers was that each one of these school districts was to provide for the support of an operating school. However, this intent has not been followed and we find that 180 of these common school districts do not at the present time operate schools. These districts either supply education to students, if any, living within their borders, by means of individual transportation, bus transportation, board and room payments or correspondence courses and tuition payments.

Besides the above common school districts there were also set up by law county high schools. These county high schools were to be voted into existence by the people of the county and were supposed to serve the needs of all secondary pupils in the county. In 1930 there were 20 county high schools. This number has now been reduced to 17, with several counties contemplating voting out the same in the near future. The county high school formerly had a distinct advantage in that it was supported almost entirely by the county, while district schools were supported by the district. Since financial support for high schools in Montana now makes no distinction between a district or county high school, the county high school at present has no advantages over the district high school. In fact, we would say that the county high school has a distinct disadvantage in that it is governed by a board of trustees appointed by the county commissioners and not by an elected board as is the case with district high schools, and that it divides school administration in the seventeen districts where they operate.

High School Districts

Legislation was first passed providing for the organization of high school districts in 1933. However, the main purpose of this legislation was to enable high schools to take advantage of federal construction aid. This first legislation providing for high school districts was re-enacted in 1947 for construction purposes only. The law was amended in 1949 to provide that high school districts could also be used as a tax base for certain operation and maintenance costs of the high school. High school districts are composed of common school districts within the attendance area of a certain high school, and are organized in order to secure a larger tax base for school building purposes and for operation and maintenance costs. Before the formation of high school districts, the local common school districts, within which the district high school was situated, bore the entire cost of construction for the high school, irrespective of the fact that many of the pupils attending the high school came from without the district. The high school district law re-enacted in 1947 provided that a high school district could bond for 5 per cent of its assessed valuation, as could also all its component school districts. This was believed to mean that component com-

mon school districts could have as high as 10 per cent bonded indebtedness. The Supreme Court held this law to be constitutional and for several years it was in effect. Then in 1952, in the Browning vs. Wright case, the Supreme Court of Montana held that the bonding on a high school district and its component common school districts could be pyramided to only 5 per cent of the assessed valuation. This meant that one small component school district with an assessed valuation of \$100,000 could bond to its full potential of 5 per cent, or \$5,000, and prevent the high school district from bonding for one penny . . . The same was true in the case of a high school district where the latter could bond to its full 5 per cent potential and prevent any of the component common school districts from bonding. This is a problem which Montana legislators must face. Either there must be some State or Federal building aid for school construction purposes, or the constitution should be amended in such a way that separate bonding potential is available to common school and high school districts.

At the present time 48 counties are divided into high school districts. Provision is made in the law for representation on high school district boards by component districts; however, this representation on the board is optional with the board of the district in which the high school operates.

Size of Districts

Efforts have been made several times during the past thirty years to secure legislation which would make it mandatory for consolidation of school districts in order to reduce their number. One proposal would have made it mandatory for all school districts to provide education from the kindergarten through high school. This would have meant that every school district in Montana would have had to operate a high school in order to exist. Reason for consolidation, according to its proponents, was that hundreds of our present day school districts do not have broad enough tax bases to support the type of education they should offer. Opponents of this legislation feared that it would abolish all small elementary rural schools.

In spite of the lack of legislation, consolidation of school districts has gone on apace in the last 20 years. From 2,131 districts in 1939, the number has been reduced to 1168. Montana law provides that if a school district does not operate a school for a period of 3 years and, since 1951, if such district does not provide transportation for an average of at least 5 pupils then such district must be abandoned by the county superintendent of schools. Provision is also made in the law to permit school trustees on their own resolution or by petition of the people of the district, to place the matter of consolidation to a vote. These provisions have resulted in consolidation of districts and reductions in the total number by 30 to 100 districts each year for the past thirty years.

Although considerable progress has been made in consolidation of districts in the past year, it is the opinion of the State Superintendent of Public Instruction that many of our small rural schools are not offering their pupils the type of education they should have. Not only is the educational development neglected in these schools, but the social development of the children as well. In this development they need contact with other children, and they need the competition which exists only when there are several pupils in the same classification of study. This will not be achieved over night, since Montana is a large and sparsely populated state. Our lack of all-weather roads and isolation will make it necessary to operate many small rural schools for a good many years to come. However, we see no excuse for the operation of one-room schools for two, three, four, or even a dozen pupils, when that school is situated just a few miles on an all-weather road to a larger and better equipped school. It is also our opinion that no district should be allowed to exist as a school district which does not operate a school.

District and School Data, 1954

Common School District.....	1,168	Districts Not Operating Schools	180
High School Districts	155	One-Room Schools	853
County High Schools	17	Two-Room Schools	126
District High Schools	159	Three-Room Schools	50
Elementary Teachers	4,121	Other Elementary Systems.....	252
High School Teachers	1,633	Elementary Pupils	89,614
		High School Pupils	29,028

There are 3,700 trustees governing the operation of our 1168 school districts in Montana. Some of these trustees take the job seriously and do a wonderful piece of work in providing educational opportunity for the pupils of the district. Some of these trustees in rural communities have made the facilities of their schools comparable to any in our cities or towns. Inside toilets, running water, electricity, lights, and all modern facilities have been installed. Fine teacher-ages have been built and equipped, and every endeavor made to make the living of a teacher in an isolated community enjoyable. However, we find that in many other rural school districts,



Somers School Fire forty minutes after being discovered.

trustees consider their job as being only to keep the district from spending any money, without regard to the educational needs. Some schools in these districts still exist as a square box for a classroom, with two comfort buildings out in back and a complete lack of even decent drinking water. Such trustees abuse the democratic procedures under which local school governments function.

Goals

1. It is opinion of the State Department of Public Instruction that local government of schools should be strengthened, that it should be kept as close to the people as possible. It is therefore incumbent upon voters to select as trustees those persons who will do the job as it should be done.

2. Bonding laws should be amended so that both elementary schools and high schools will have bonding potential sufficient to construct needed and adequate facilities.

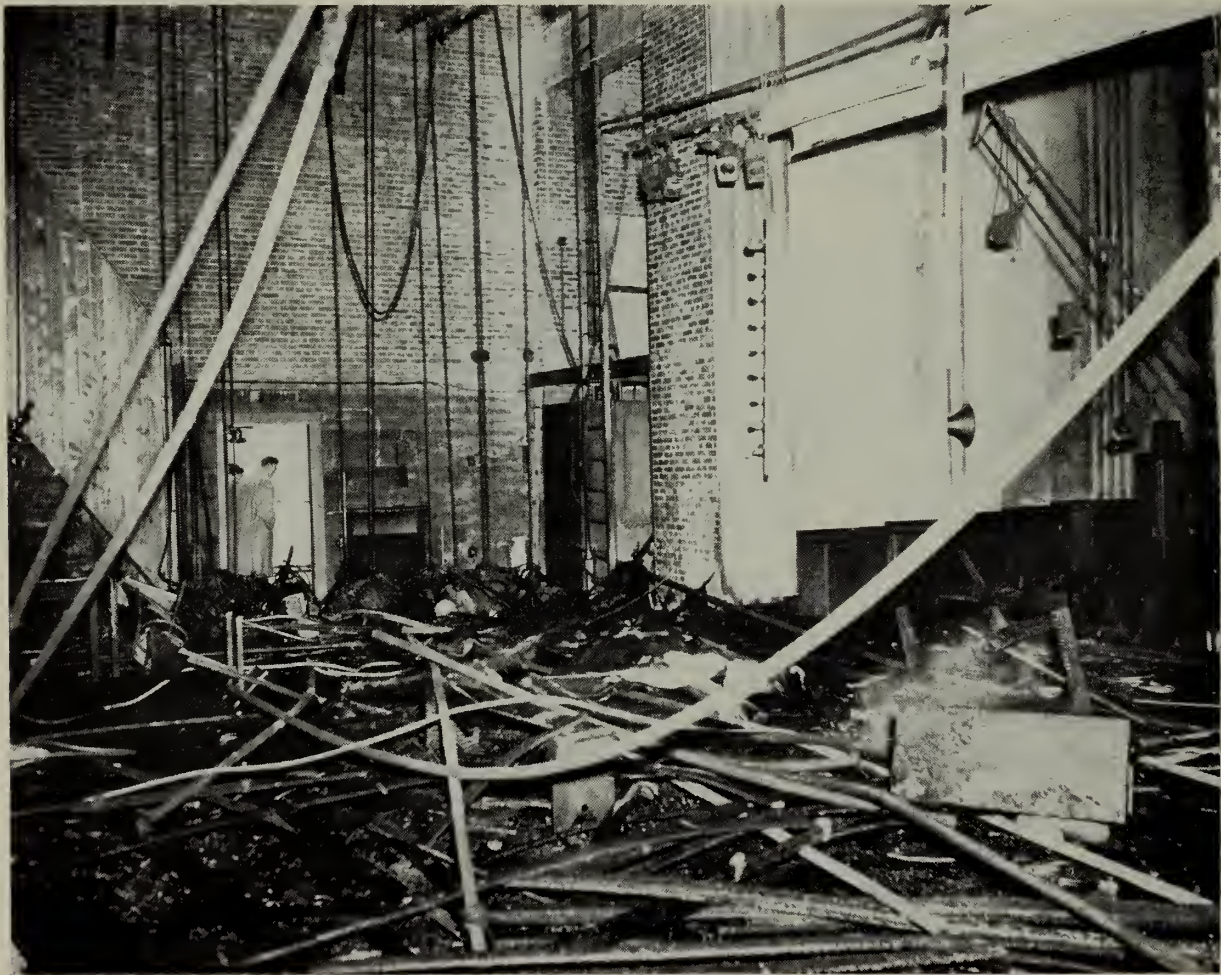
3. School districts which do not operate schools should be abandoned.

4. The law providing for representation on high school district boards from outlying districts should be re-evaluated.

5. Each school district should have a valuation sufficient to enable it to operate a good school, without excessive taxation.

6. County high schools should be examined as to the value of such organization in our present educational setup.

7. School trustees should make every effort to provide school facilities with modern lighting, heating, water supply, and all equipment and supplies needed for top educational opportunity.



Result of Fire on Stage of Flathead County High School. The quick thinking of custodians kept the fire confined.

School Board Policies

Nearly every school board has policies in one form or another. Some may be scattered through the minutes of board meetings; some occur in proposals for future action; some are in their business records; some are found in handbooks for teachers, bus drivers and other district employees. Wherever they may be, they do exist for nearly every school board. All of these policies must conform to law.

Very few boards have collected their policies into a codified written volume. Many boards in recent years have, on various occasions, wished they had such a written set of policies when some specific problem arose requiring their decision.

What did your board do the last time a teacher "walked out" on her teaching contract, ten days before the opening of the new school year? What did it do the last time a parent demanded that her under-age child be admitted to school? Did you have a written set of policies to cover just such situations — defining the board's attitude in just such cases? Similar cases no doubt have arisen in many communities throughout the State to plague a school board and the administrator during the past few years. Such cases go to point up the great need for boards to have a set of written policies.

The State Department of Public Instruction believes that many embarrassing situations, and bitter community rifts, could be avoided if each board in the State would develop and adopt a set of written policies. Your superintendent and board members should take the lead in this matter, or a special committee could be appointed by the board to develop said policies. Statements of Policy adopted by the board should contain:

1. A statement on the organization, functions and officers of the board.
2. Policies concerning personnel, pupils, custodians, superintendents, teachers, etc.
3. Policies on attendance, discipline, curriculum, extra-curricular activities, student funds, and entrance age requirements, etc.
4. Miscellaneous policies, such as for rental and use of school property, requisitions and purchases, and insurance, etc.

The board and superintendent should proceed slowly and should invite several people to assist them in formulating a set of policies. Perhaps it may be advisable to adopt these policies on a trial basis for a period of one year, making policies flexible enough so they can be changed after a trial period, if found unsatisfactory. Policies should "suggest" rules but should not spell out every action. Above all, policies should not be made unless they are going to be **used**. Many policies get printed, filed and that's all. And finally, policies should not be cumbersome volumes with many rules and regulations, but should be easy to read, understand, and apply.

School boards in Montana have a state organization in the Montana School Boards Association. School trustees should attend the meetings of this organization toward the end that its service may be expended.

Goal

1. A written set of policies for every school board in Montana.
 - a. These policies will of necessity contain many already formulated by law, by the State Board of Education, State Department of Public Instruction, and State Board of Health, and some that have been decided by various group actions. Many others should be formulated in line with local needs and desires.



School Board meeting, left to right: Mrs. Amy J. Stevens, Clerk; Raymond A. Gerber, Supt. of Schools, Sidney; Walter Quilling, Chairman; George Weatherston, Member; William R. Ridgren, Member; E. E. Edmondson, Member; Rodney K. Hanson, Member.

Citizenship

Participation

More and more during the past years citizens have been participating in the affairs and activities of our public schools. This is encouraging. Very few bond issues or special elections are now won at the polls without first having meetings over periods of months by interested citizens committees. In former years it seemed to be common procedure to keep much of the school's business away from the attention of the people of the community. This is all changed, and we now find the most successful schools are those where the parents and other interested citizens, together with such organizations as the P.T.A., are given all the facts regarding the operation and maintenance of their schools.

The public school system is fundamental to our form of government and to our way of life. The citizens in the United States are committed to an ideology of government in which the individual is the center. This type of government requires the individual to have sufficient knowledge and understanding of the principles of democratic government in order to be able to arrive at the decisions facing him every time he goes to the polls. This means we need an educated citizenry which can weigh and balance and then make the correct choice.

More and more, over a long period of years, we have seen a dispersal of power and control from the local communities to the state and Federal governments. The local school district is one of the few remaining strongholds of true democratic action. The people of a community still have the power to operate and govern their own local school system. The local community still has the right to vote for local boards of trustees to act for them in educational matters. They still have the right to give or withhold support from these local school systems. It is our hope that this local control will never be relinquished. It is only through misuse or non-use of these local powers that state or Federal governments must step in and take over. It is therefore incumbent upon local citizens to use their powers of franchise at school elections and to make themselves heard in local school affairs.

There is only one purpose for schools and that is the education of our boys and girls. Sometimes it almost appears as if teachers or school boards or other groups of citizens have decided that the schools were made for other purposes. Schools were made for all the people in order that every boy and girl might have the opportunity to an education comparable with his abilities. In this same respect the support of the public schools is made an obligation of all people.

For the above reasons, successful school administrators and school boards will keep the people informed on school matters. It is through ignorance of school affairs that many communities become involved in fights and squabbles lasting for years. There is overwhelming evidence that when citizens know the facts they will support a good public school program. They want their money spent wisely and efficiently. They want the courses offered to be those which will be productive of the best type of education for the community, the state and the nation.

Goals

1. Every citizen to be given the facts about his schools and to be given the opportunity to discuss them.



New High School, St. Ignace

School Facilities

Excluding the need for an efficient school board and a citizenry interested in the best education possible, there are several important factors which are conducive to the operation of an efficient school. The first of these is a well-trained and qualified staff of teachers. The second is expert administration and supervision. The third has to do with the type of facilities available to work in, and the equipment on hand. At the present time Montana has some \$91,523,481 invested in school buildings and \$11,617,416 in equipment. Just as the housewife finds an up-to-date modern kitchen more advantageous to her job, so the teacher finds an up-to-date, modern classroom more conducive to the education of her pupils.

During the last twenty-two years conditions in the State of Montana and in the Nation have not been such as to provide for the construction of new school buildings and the addition of modern equipment. During depression years tax collections were down, sometimes below 50 per cent, and it was almost impossible to pass a bond issue. After the depression years, when conditions got better, World War II came and practically stopped all school building until 1946. Thus, for a long period of years, buildings built before the depression were used and very little was spent on their upkeep or on new equipment or new buildings. During the depression and war years it is also true that thousands of people left the State with a consequent drop in school enrollments.

In 1946, \$404,474 were spent for capital outlay and \$917,762 for debt service. Due to the tremendous increase in school building since 1946 we find that these figures have risen in 1953-54 to 6,648,210 for capital outlay and \$5,188,330 for liquidation of debts. At the same time in 1946 there were \$4,472,965 outstanding in school bonds as compared with \$35,269,485 in 1953-54. Coupled with the prosperous years after the war was the fact that our birth rate increased as follows:

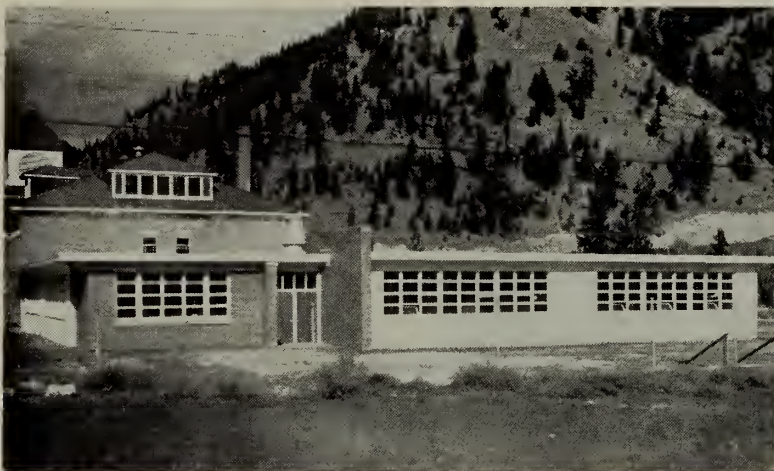


New Elementary School, Whitehall

1940	11,468	1945	10,601	1950	15,592
1941	11,545	1946	12,858	1951	15,929
1942	11,735	1947	15,086	1952	16,479
1943	11,407	1948	15,035	1953	16,596
1944	10,943	1949	15,366	1954*	16,600

* Estimated

In our Biennial Report for 1952 we reported that 78 per cent of all of our school buildings were over twenty years of age. It was also reported at that time that some 14,000 elementary pupils were housed in substandard buildings and classrooms. The same was true of 4,520 secondary pupils, and over 10,000 pupils were housed in substandard buildings which house both elementary and secondary pupils. This means that at that time about 25 per cent of all pupils in the state were housed in substandard buildings.



Addition to Elementary School, Superior

This great need coupled with the tremendous increase in the birth rate since 1945 meant that an outlay of over \$30,000,000 would be required to replace outmoded buildings and to take care of increased enrollments. Since 1952 construction of school buildings has gone on apace and the figure may now be close to \$25,000,000 as the over-all requirement.

Construction of elementary schools has been the first consideration of most districts to date. However, the need to replace obsolete high school buildings, the need due to increased enrollments from other than births and the need due to additional offerings in high schools, has caused an upsurge in high school construction in the past two years. It will be another six to ten years before the full impact of increased enrollments and increased needs will hit the high school level.

At the present time one-room rural schools number 853. We also have an additional 126 two-room rural schools. During the past few years tremendous strides have been made in bringing these one- and two-room schools up-to-date as far as modern facilities are concerned. More and more these schools are being improved by the installation of indoor toilets, running water, modern teacherages and multi-purpose rooms. Much has been done to improve the lighting in these schools and to make these classrooms more livable. Possibly the greatest single factor in this improvement has been the Self-Evaluation blanks now required by the State Board of Education of all rural schools. These blanks are filled out by the teacher, pupil, school board members and parents. In filling out these blanks people evaluate their schools in terms of facilities and services as they should be in regard to curriculum, teachers, heating, lighting, sanitation, equipment, school site, water supply, etc. This has had a tendency to call attention to deficiencies, and the results have been surprisingly satisfactory. Another reason for improvements in these rural schools has been the tendency of rural people to send their children to town schools. School boards and rural people have gone all out to make their schools as attractive as possible in order to keep these pupils at home.

School Planning

Planning for new school construction is completely different from what it was twenty, thirty or forty years ago. Schools in those days were more or less planned for existing curriculum, based mostly on an education for college entrance. Now people are thinking of education from kindergarten through high school in terms of education for all according to their individual needs, in terms of education for American citizenship.



Rural School, Pondera County

Montana has some very bad examples of poor planning in certain of our cities where schools, built many years ago, have not a foot of space for expansion; nor can they be adapted to present and future educational needs. These schools are built with busy streets and roads on all four sides and hemmed in by business and residential buildings. The tendency now is to secure as large a site as possible, having in mind the possible community make-up twenty to thirty years from now. The Joint Staff Committee of the State Board of Health and the Department of Public Instruction is recommending a minimum of 300 square feet per pupil in a large school and 700 square feet per pupil in smaller schools. The recommended area by the National Council of School House Construction and the American Association of School Administrators is a minimum area of five acres plus one acre per hundred pupils for elementary schools, and a minimum area of ten acres plus one acre per hundred pupils for high schools.



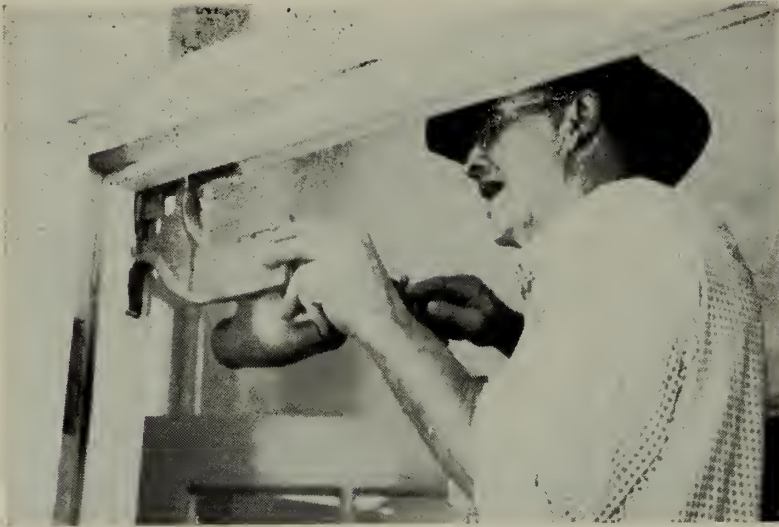
Construction of New Gymnasium, Helena

All sites should be selected in a place that is convenient, accessible, suitable and well drained. The school grounds should be easily accessible by walks and drives that are free of, or properly protected from traffic or other accident hazards. Children should not be permitted to leave the school building directly onto a sidewalk adjoining a street. This can best be accomplished by keeping the school building a minimum of 50 feet back from any street, driveway or municipal sidewalk. Children should not have to cross parking and loading spaces or driveways to reach the playground site.



**Remodeling School,
Opheim**

According to new regulations of the Joint Staff Committee the school should be maintained so that it is safe, comfortable and healthful for both the pupils and staff. These rules and regulations are available from the Department of Public Instruction or the State Board of Health.



Maintenance is a constant chore. This custodian at Ennis keeps doors operating smoothly.



Library-Study Hall, Sunburst

**This is not the typical Library
in Montana**



GOALS

1. Much time and effort must be spent in planning school remodeling or new construction. Leadership in this planning should be provided by the officials of the school district who should seek cooperation of teachers and other members of the community. The building should be planned to meet the curriculum needs.
2. Buildings should be planned and constructed for future needs, and should also be constructed in such a way that expansion is feasible and possible without too much expense.
3. Present buildings should be examined thoroughly and critically before being abandoned in favor of new construction. Many states have gone into a planned program of new construction and use of old construction after remodeling.
4. Montana is in a period of expansion as far as school construction is concerned. This need for construction will soon hit the high schools. It is important that the potential bonding limits for elementary and high schools be amended in such a way that building for each will be possible.
5. There is a need for small rural schools to evaluate their facilities and plan improvements, especially as to water, heating, lighting, ventilation and indoor facilities.
6. Schools should begin at once to acquire sufficient acreage around present sites and also for future sites.
7. Plans should be submitted to this Department and to the State Board of Health in the early stages of planning new construction.



**A Health and Fire
Hazard**



Miss May Sprinkle who has taught continuously in Beaverhead County since 1912.

Teacher Preparation and Certification

Due to an exodus of teachers from the profession during war years, fewer persons going into teaching, greater immigration, increased birth rate in Montana since 1946, and expanding curriculums, there has been a distinct shortage of teachers in the past several years. Up to the present time most of this shortage has been in the elementary field, especially in one or two-room rural schools. However, the shortage is now extending into the secondary schools, especially in the fields of commercial, music, and home economics.

Montana is a large and sparsely populated state and therefore it is necessary that it will always have a goodly number of rural small schools. Many of these schools are isolated and the facilities offered for teaching and for a teacher's life are not such as to attract well qualified teachers. Here is where we find most of the emergency teachers. In order to have a sufficient supply of teachers in every approved school in the State, it has sometimes been necessary to waive the minimum qualifications for certification for teachers in these schools. Montana law provides that teachers with a two-year diploma from a teacher training institution are qualified for certification in our elementary schools. For the past number of years this law has had to be relaxed in accordance with another section of the law which provides that the State Board of Education may grant emergency certification under certain conditions. Such emergency certification has been granted to those with less than two years of training since the war years. At one time teachers with only two quarters of teacher training were given what is called a "County Committee Certificate." A county committee consisting of two teachers, two board members, and one administrator

worked with the county superintendent of schools in screening such candidates and recommending to the State Department of Public Instruction certification. Each year found several hundred of the county committee certificates issued. These certificates were good for only one year and were not renewable. Emergency elementary certificates have also been granted to those persons with degrees in secondary education, but with no elementary training.

Although a shortage of elementary teachers still exists, the State Department of Public Instruction and the State Board of Education have ruled for 1954-55 that candidates in order to qualify for emergency certificates must have at least one year of training and must have had **previous teaching** experience in Montana. Teachers with less than two years of teacher training and **no** experience in Montana are not being granted emergency certification.

Qualified teachers in Montana have deplored the lowering of certification standards and they have a point. However, the State Board of Education found itself in a position where isolated rural pupils would be denied any education if emergency certificates had not been granted. This is not a solution but rather a stopgap. It is felt by the State Board of Education that hundreds of these county committee and emergency certified teachers have gone back to school for additional training and now are qualified, or will soon become qualified, for regular certification. This has been a valuable source of additional teachers for Montana since most of these persons are residents of Montana and will continue to teach in Montana. It is true that some school districts have had some sad experiences with some of these emergency teachers, but on the whole these have been weeded out and the teaching profession has benefited in the long run.

It was found in 1953-54 that there were 235 elementary teachers and 123 high school teachers teaching for the first time. In the same year there were 608 elementary teachers teaching under emergency certification, with 28 high school teachers teaching under emergency certificates. Two-thirds of all elementary teachers are normal diploma graduates, and do not hold a B. A. degree.

The State Board of Education has gone on record as in favor of all teachers having at least three years of training by 1956 and four years of training by 1959. This will not affect those teachers now certified, but in several years should upgrade certification to a point where all teachers will have a minimum of four years of training.



Pupils, Gallatin County Rural School

Salaries of Teachers

The average salaries of Montana teachers for 1953-54 were as follows:

Superintendents	\$5,587.00
Principals, Elementary	4,792.00
Principals, High School	5,122.00
High School Teachers	3,980.00
Elementary City Teachers	3,530.00
Elementary Rural Teachers	2,666.00
Elementary and High School Teachers.....	3,483.00
Average for all	3,600.00

Low teachers' salaries have been the one great disadvantage in securing the required number of teachers in Montana. In 1953 the average earnings of all workers in the construction industry was \$4,125, of all workers in the field of manufacturing, \$4,040, and of all workers in the transportation industry, \$4,400. These contrasted to an average salary for teachers the same year of \$3,483. However, teachers' salaries have made advances since war years. Other factors besides salaries, in the shortage of teachers for our rural schools are found in the conditions surrounding them as to living quarters, isolation, etc. Many school districts have no teacherages, require the teacher to board at a particular farm, have no modern facilities and try to operate the school with many similar handicaps. These districts find it extremely difficult to secure teachers. A person may love to teach, but it becomes a severe strain on such love in the face of trying to teach without any conveniences or equipment whatever. Another factor in the shortage of teachers for some of these rural districts, and other districts as well, is the community morale. By this is meant the petty jealousies and quarreling which takes place in some districts and makes life almost unbearable for school personnel.

Tenure of Teachers

Much has been made over dismissals of teachers in certain school districts. Montana law provides that school boards have the right to hire and fire teachers under certain conditions. These conditions include that the teacher has the right to know the reasons for dismissal and that the teacher has a right to request a hearing before the board. She also has the right to appeal to the county superintendent of schools and to the State Superintendent of Schools. With over 5700 teachers in Montana public schools, the number of dismissals has been comparatively small. Many times the dismissal of one teacher has caused turmoil and strife in the community and much undeserved publicity over the state. It seems that some people feel that a board never has the right to dismiss a teacher. The facts show that school boards are most times very hesitant about dismissing teachers and that many teachers are kept on in positions in which they are not doing justice to the children.

The same is true concerning superintendents of schools. To us, this position is one of the most difficult in the entire field of education. He is the executive officer of the elected board, the budget maker and finance expert, he is the curriculum maker and chief supervisor, he is the liason officer for the board and teacher, he is responsible to parents for child actions, he is a speech maker and chief enforcement officer. His duties are many and his responsibility great. He is more often condemned than praised.

It is our opinion that boards and school patrons, teachers, and superintendents should give more attention to the school administration aims and ideals, to listen before condemning, to work with and to re-evaluate together the prime purposes of education.

On the other hand it is the responsibility of the administrator to be well-informed concerning his duties, ready to listen to all sides of a controversy, even-tempered, and informed as to his community.

More care is needed now than ever before in selecting substitute teachers since regular teacher turnover and resignations may increase. The substitute teacher helps keep unbroken the daily chain of service to children. Administrators should check for weak spots in the substitute teacher program and plan for improvement. Sometimes recruitment of substitute teachers is too casual. Former teachers should be contacted through letters, radio and newspaper. Sometimes the substitute teacher is left to shift for herself. Substitute teachers should be oriented. Regular teachers too often think of substitutes as doing nothing more than keeping hours.

Goals

1. A qualified teacher in every classroom in our Montana schools.
2. Every school district to pay salaries to its teachers in line with current costs of living and the professional status of teaching.
3. Every teacher to seek to improve his value to the school and community each year.
4. A campaign in every community to convince young people of the value of choosing teaching as a profession.
5. Willingness on the part of school people and patrons to sit down and intelligently discuss grievances in order to arrive at an amicable and practical solution.



Learning from Real Life, Flathead County—photo by Mel Ruder



Gardiner Fourth Graders at Work

Elementary Education

It is in the elementary schools where the basic information is taught children. Here is where they are taught how to use the tools of learning. The so-called 3-R's are still as much in evidence in all elementary curriculums as in former years. However, we believe the 3-R's are not ends in themselves but merely the means to further knowledge and use of learning. Provision for systematic development of these skills is therefore stressed throughout the first eight years of every child's school experience.

To accent this importance, Montana's suggested time allotment, exclusive of recesses, outlines 155 minutes daily for teaching these skills. The remaining 175 minutes are devoted to the content and appreciation subjects: history, geography and citizenship (often known as social studies), elementary science which includes health, conservation of natural resources and physical education and music and art. All of these, in addition to giving necessary information, utilize the skills of the 3-R's in providing practice to them when reading for information and for directions to follow. This makes the 3-R's function, immediately become useful. Much has been publicized recently in magazines and books concerning the teaching of the fundamentals of learning,—reading, writing and arithmetic. It is felt by most classroom teachers, administrators and others who have studied the matter that these tools are taught better today than in former years. Certainly

there is a better understanding of the difficulties which prevent pupils from learning to read, or to spell and write, than in former years. These understandings have been interpreted in teaching techniques. We know much more today about readiness to read and readiness to learn. Some pupils can begin the first grade and immediately grasp the procedures in learning to read. Teachers find that other pupils are not ready and therefore must spend several months and sometimes years in preparing for reaching this readiness. We have heard much about the lack of phonics in our reading programs. Actually, there is no lack, but rather emphasis on phonics occurs at a different time and more meaningfully in the reading process.



At Work in Rural School, Pondera County

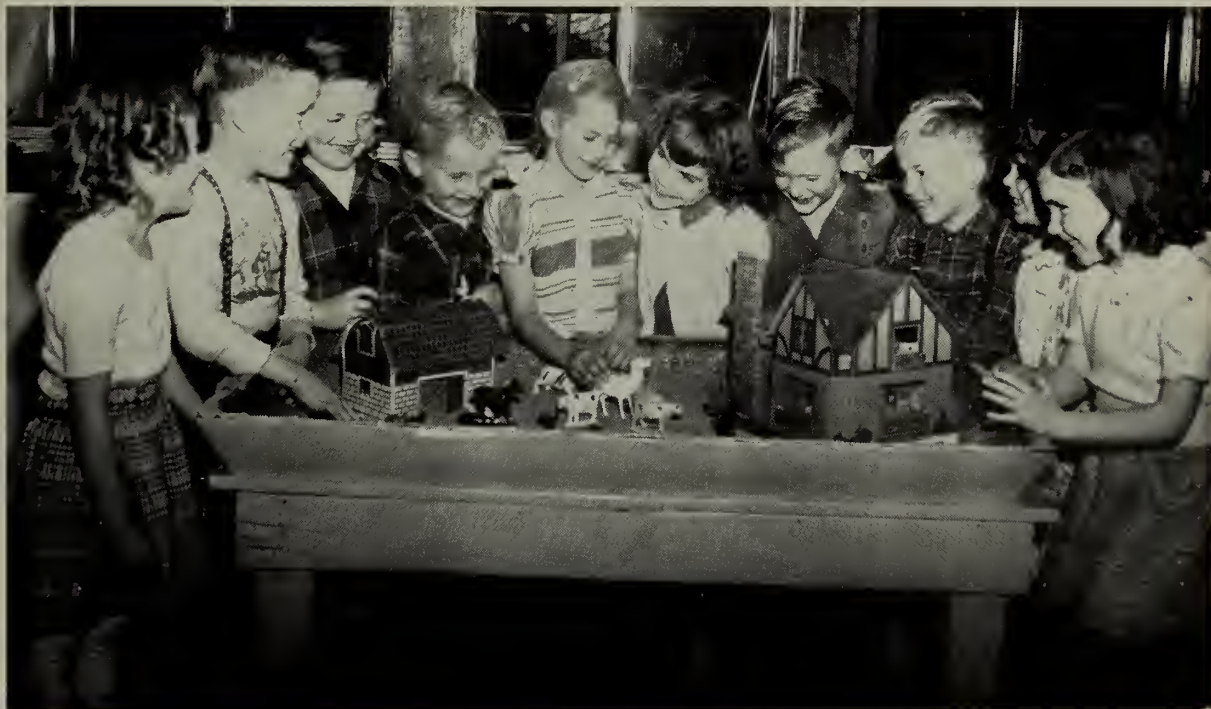
The success in teaching spelling in former years was interpreted in terms of the most number of words a person could spell in a spell-down. Today's spelling techniques are not so much concerned with the number of words but rather how accurately and meaningfully a child can use the words he has learned in speech and writing and in everyday life. We think it can be said without argument that these tool subjects are stressed more meaningfully today than formerly, more for their use to the pupil. The extent to which many schools and classrooms apply their instruction to visits to local business and other establishments is another indication of learning, not just for knowledge's sake, but for everyday use.

Music and Art

Every human being who is born without some physical impairment, such as deafness, comes into the world with the capacity to respond to music just as he is born with the capacity to walk. He develops his inherent capacity to walk by practice and encouragement. He can also develop his inherent musical capacity by practice and encouragement, if he is given proper and adequate opportunities. Therefore, in the area of music, the State Department of Public Instruction has as its objective to provide and maintain



Custer County Rural Pupils Finish Animal Unit



Flathead County pupils admire completed Farm Unit—photo by Mel Ruder

the best possible continuous musical opportunities for every child in Montana public schools, beginning in the kindergarten and first grade and culminating in the senior high school. Through such a program of musical activities it is hoped that each child can explore his musical interests and develop his inherent musical potentialities.

The extent to which a child is able to develop his musical interests will depend largely upon the kind and quality of the musical experiences available to him in his own local school. The instructional program in music recommended by the State Department of Public Instruction for elementary, junior high, and senior high schools is planning in terms of giving every child a broad general background of musical experiences, and enabling those children with special musical ability and interests to take part in selected groups for musical performance. The program for each school level is outlined briefly in the following paragraphs.

In the elementary school, children are given many experiences in six different types of musical activities. These activities are:

1. Singing many kinds of songs.
2. Listening to recorded music or to the musical performance of other groups.
3. Moving to music in terms of rhythms, dramatizations, games and folk dances.
4. Playing simple melody and percussion instruments.
5. Doing such creative things in music as making simple percussion instruments for the rhythm band, composing songs, adding additional verses to songs, orchestrating simple melodies for the rhythm band, or planning dramatizations for musical compositions.
6. Integrating music with other classroom activities whenever such integration is relevant and appropriate.



**Elementary Art Workshop, Missoula
Public School Teachers**

During the intermediate grades, attention is given to recognizing and understanding the technical aspects of the musical score and to helping each child gain some independence in using musical notation. In addition to the classroom study, children who are interested are also given the opportunity to sing in selected choral groups or take part in beginning band or orchestra. They are likewise encouraged to study piano or some other instrument privately with teachers accredited by the State Department of Public Instruction.

At the junior high school level, there are general music classes for all students. Such classes may be scheduled for longer periods of time and do not meet daily. It is expected that these classes will include much the same type of musical activities as were outlined for the elementary school, but such activities will be presented in terms of adolescent boys and girls whose voices are changing as rapidly as their bodies are maturing physically. The materials selected for this age group must be chosen on the basis of appeal and appropriateness. It is doubtful if there is any other ONE subject which can be of more value to junior high school students in helping them through this transition period as can a well-planned, vital and interesting music program.

In the senior high school, there are selected choral and instrumental performing groups as well as vocal groups which students may elect to join even if they have not previously had very much musical experience. Students with special musical ability may study voice, piano, or some other instrument privately with accredited teachers and receive academic credit for such study. It is recommended that all high school performing groups take part in the district music festivals and the state music festival which are now sponsored and coordinated by the Montana High School Association. These festivals provide opportunities for high school performing groups to be evaluated musically and educationally by outstanding adjudicators.

A state-wide program in music will not be any better than the preparation and skill of the teachers who provide instruction in music. Consequently, the State Department of Public Instruction works closely with the units of the University System to improve and maintain the quality of the musical preparation of both elementary classroom teachers and special music teachers. In Montana, the majority of our elementary schools function on what is called the self-contained classroom plan whereby the classroom teacher herself is responsible for all the instruction in music in her classroom. Only the larger elementary school systems in the state have music supervisors

or consultants to assist elementary teachers with the classroom work in music. Many school administrators and their elementary classroom teachers have requested assistance in improving or expanding their music programs. In response to such requests, and in keeping with the objectives

stated above, the State Superintendent of Public Instruction has made available to interested school systems, the services of the State Music Supervisor for evaluating school music programs and for conducting elementary music workshops. Such workshops have proven most popular with classroom teachers in all sections of the state because they are practical, are held in the local community environment and have given elementary teachers constructive ideas and useable materials for immediate use in their teaching situations. Approximately one-third of all the elementary classroom teachers in Montana have received college credit on an extension basis for participation in these workshops.

Because of the number of yet unfilled requests for music workshops this project will be continued during the next two years. This type of in-service education project is perhaps the best and most immediate means of bringing about an up-grading in the musical preparation of elementary classroom teachers as well as improving the quality of musical experiences which these same classroom teachers provide for boys and girls in Montana schools.



**Elementary Art Workshop,
Missoula Public School
Teachers**

Another avenue of approach for improving the teaching of music in the schools is the preparation and distribution of information about Montana's state-wide music program. The department has released a bulletin entitled "How Good is Your Elementary Music Program?" and members of the staff during the past



Boys in Helens School Singing with Autoharp Accompaniment

year held nine area conferences in all sections of the state for school administrators and music teachers at which time the uses of this bulletin were explained in detail. Other similar publications in the field of Music Education are in preparation.

Some schools have misused music education in the past. Musical performances in these schools have been exploited to gain praise and attention from the public, often at the expense of the academic teaching program. It is the goal of this department to help each school to realize that public performances of music groups should be nothing more than a demonstration of growth which has taken place naturally under normal classroom conditions. Any other aim makes a sham out of music education.

Art

Art is one of the learning experiences which can contribute immeasurably to the growth and development of boys and girls in the elementary school. No elementary school curriculum can be



High School Band Chester



Work in Art Class, Helena

considered adequate and meeting the needs of growing children which does not include worthwhile art experiences at every grade level. There are at the present time many children in Montana schools deprived of any kind of art experience.

In order to stimulate more interest in this important area of the fine arts, as well as to offer suggestions as to the type of art experiences which can and should be available for every child in Montana, the State Department of Public Instruction prepared, distributed and discussed in person with school administrators a bulletin "Art Activities for Elementary Education in Montana." In addition, the Department is sponsoring art workshops for elementary classroom teachers in all parts of the state.

Curriculum Planning

Curriculum planning has been given much attention in Montana since 1950. Several local schools have initiated studies of their own. State institutions have revised their courses to meet new trends, the

State Department has had annual conferences to highlight current needs.

In 1953-54 regional institutes were held throughout the state for all superintendents and principals, presenting three new guides in music, art and social studies. Each had the philosophy to

enrich and make practical in the lives of children the contributions of the subject matter. These have been generously distributed.



Wholesome Play, Ennis

Seventeen school districts in Montana provide kindergarten education, involving some 2,626 pupils. These kindergartens are supported entirely on district funds, as no state or county aid may be given until the children reach the age of six years.

Other than these kindergartens, there are no other classes in the public schools for pre-school children. There are, however, many private kindergarten and nursery schools in the state. These are operated without any charters or state supervision.

To the end that both teachers and pupils, as well as administrators, shall have convenient access to the important outcomes of all of these subject fields, each eighth grader and all elementary teachers and administrators have been supplied yearly with copies of the "Study Guide for Eighth Graders" for constant reference during the year. Where these have been conscientiously used, they have proved useful enough to be considered indispensable.

Supplementing this, and to the end that teachers shall have ready reminders to help them make all school experiences guidance opportunities, a second bulletin of 27 pages briefs factors that enhance growth of children — security, success, understanding of free government, development of study skills, of appreciation of beauty in common things, understanding of community life as the local unit of a democratic republic, and lastly, self-evaluation of work done. The conscientious use of this bulletin, "Purposeful Organization of Schools Enhances Guidance," has proved to be valuable.

Conservation

All Montana schools spend a great deal of time in the study of conservation. In most cases this study is not an isolated one, but rather is interwoven with all other subject matter. Conservation is not a subject by itself, but rather occurs in arithmetic, geography, history, writing, physics, chemistry, general science, biology, botany, zoology, homemaking, agriculture, and in nearly every subject that can be named. Conservation is a part of our everyday life. It is the concern of all of us, — not for just a few minutes, but for every day and every minute of every day.

Montana schools are aware of the importance of conservation and attempt to stress it in study and practice. Several schools have obtained acreage of prairie and forest land, and there have a laboratory for putting into practice what they study. Others gain this experience from field trips. Montana pupils are very fortunate in the study and practice of conservation, by having at hand forests, bodies of water, fields and streams, crop and range lands, wildlife, scenery.

There are many agencies in Montana which cooperate in furthering conservation education and practices. These include soil conservation district supervisors, county extension agents, state and federal foresters, state and federal fish and game personnel, reclamation service employees and many interested lay citizens, farmers and ranchers.

The wise use of our natural resources comes from an appreciation of the beauties of nature and the value of things found around us. Pupils are taught that it is possible to enjoy nature without destroying it; that we must protect what nature has provided and rebuild as we use nature's stores.

An important help to the study of conservation is the recently published handbook by the Montana Conservation Council. This handbook is called "The Conservation of Montana's Natural Resources," a handbook for Montana school teachers. Replete with pictures, it contains valuable studies on the geology of Montana, minerals, soil, forests, water, range, wildlife, scenery, conservation ethics.

Large and Small Schools

With a compulsory school age in Montana of 16 years, practically all of our eighth grade graduates go into high school. Therefore the elementary education must be basic to the further programs and curriculums of the high school and later on of higher institutions of learning. All of this education from the primary to the college, of course, has one end in view and that is for every youngster to be able to lead a happy, useful and successful life.

Montana is a large and sparsely populated state and our elementary schools are definitely divided into rural schools and urban schools. The rural schools are mostly one- and two-room schools where the teacher teaches nearly all grades each day. There has been much argument as to the advantages of these smaller schools as compared to the larger elementary school in towns and cities. It is true that a rural elementary one-room teacher with five pupils will have considerable time for personal attention. It is equally true that a school with



Third Grade Maypole Dance, Kalispell

from two to nine pupils with only one or two in each grade is handicapped by a lack of social contact among pupils of the same age and by lack of the competitive spirit in trying to do one's best in each subject. It stands to reason that the more pupils there are in a particular grade up to a certain point, the more incentive there is for those pupils to extend themselves, and the more contact there is for full development of the child.

Pupil-Teacher Load

Statistics put out on local, state and national levels are sometimes misleading in reports of pupil-teacher ratios. A report might state that the pupil-teacher ratio of all schools in Montana is 24 to 1. In interpreting such a ratio, it must be kept in mind that of our 1168 districts there are 853 one-room schools and 126 two-room schools. The one-room schools might have a pupil-teacher ratio of less than ten to one. However, we may find that some of our city systems, where our greatest increases have occurred, might have a pupil-teacher ration of thirty, thirty-five or more to one. Adding in the one-room pupils to these more crowded city systems gives the wrong picture of the teacher load. From data available it appears that the great increase in school population is occurring in our town and city schools. Most of these systems are constructing new school building as fast as possible. However, in many cases it is impossible to keep up with the continuing increase.

It is unfortunate that the tremendous teacher shortage in Montana is found mostly in our one- and two-room rural schools. Here, where we should have some of the best teaching in our classrooms, unfortunately we have the greatest percentage of unqualified teachers.

We also find that in our larger town and city systems we have more expanded curriculums, giving the child an opportunity to grow in more things in which he has an interest and an aptitude.

Montana Law provides for a State Correspondence School for those elementary and high school pupils who find it impossible or impractical to attend a regular public school. This correspondence school is described later in this volume. It provides for an elementary education by correspondence for pupils who are homebound due to isolation, sickness or for some other reason.

Montana Law also provides that parents may send their children to parochial or private schools. At the present time in Montana we have 11,963 elementary pupils attending these schools and 2,782 high school pupils.

Accreditation

Accreditation has little significance unless the work for improvement and maintenance which must precede such accreditation has had the intelligent cooperative effort of the school people, the children, the school boards and its patrons.

The Montana State Department of Public Instruction has made it possible for such background to be given to accreditation by providing its school boards, educators and students specific criteria for purposive and continuous evaluation, in its bulletin entitled: "Foundation Program for Elementary Schools of Montana Including Self-Evaluation, Basic to Accreditation." The Department is not interested in comparing one school with another, but in laying a foundation for the people of each community to become conscious of their own assets and educational needs. This will make accreditation following evaluation the educative process it should be and is becoming.

The program had its beginning in the spring of 1947 when the Department presented criteria for effective rural schools to all county superintendents in conference in Helena. Their hearty approval gave impetus to the project to the end that in 1948 mimeographed forms were relayed to all rural school boards and teachers through the 56 county superintendents. This initiated the use of a guide for school improvement throughout the state.

Naturally the criteria covered details of the physical plant, as well as the instructional. In many places where funds were inadequate boards and patrons, donating their personal labor and materials, supplied the needs. Much of the countryside has been "electrified." The county superintendents conference later and the 1950 workshop at Billings were enriched by reports from county superintendents of what had taken place in their respective counties.

Thus, when the financial foundation program of 1949 had become law, an education foundation program was already in operation in rural communities. The two should go hand in hand.

By 1951 there was demand for educational criteria to be set up for all elementary schools which would qualify them to participate in the equalization provisions. Therefore, the 1948 rural evaluation criteria was hurriedly adjusted, printed and delivered to all superintendents and boards. To facilitate state administration and finance, the new program included rural and graded systems. A new schedule was arranged for 1951 to 1956 and admittedly the plan was not so carefully presented to all the new groups, and naturally did not have so clear sailing. Many felt that it was a dictated program and resented it. Several city superintendents came to the rescue. They frankly admitted its weaknesses, but they expressed their realization that its purpose was educative and that the potential values were high.

The plan of the Department is that there shall be a completed revision, more democratically devised, in local hands for the year 1956-57. To that end your cooperative effort is enlisted for 1954-55 and 1955-56. There should, no doubt, be two programs — one for the rural and one for graded systems.

Goals

1. A qualified teacher in every elementary school classroom.
2. Elimination of those elementary schools with few pupils where no hardship to the pupils will attend such action.
3. Better facilities for all elementary schools, particularly as to heating, lighting, ventilation, sanitation, water and other toilet facilities.
4. A revaluation of the school curricula to find out if it is in line with pupil needs.
5. Continuing emphasis on citizenship education and training in line with the ideals and aims of our way of life.
6. A balanced, varied and continuous program of music and art activities in grades one through twelve for every school in Montana.
7. Appropriate and adequate pre-service education in music and art for all elementary classroom teachers, and a specially trained teacher for every high school.
8. A more realistic approach to the pre-service preparation in music education for special music teachers.
9. Accredited all private studio music teachers who are to be associated in any capacity with Montana schools.
10. Cooperate with the Montana High School Association in maintaining and improving district and state music festivals in Montana.

Junior High Schools

Much comment has been made of late in Montana concerning junior high schools. Many people have heard of them for the first time and think of them as something new and modern. However, junior high schools have been in existence for many years. It is not claimed that junior high schools are a must in any school system. By proper administration and teacher application many of the same results can be obtained with the regular organized program in our schools. We feel that the establishment of a junior high school is a local consideration and should be gone into only after a great deal of thought and planning.

Many districts have gone into a junior high school program because it has solved a building situation. The 7th, 8th and 9th grade pupils are older pupils and can go longer distances to school. Many communities have therefore established smaller elementary schools of grades one to six in more places in the district, while requiring the older pupils to walk longer distances to junior high school setups.

The main reason for the establishment of junior high schools is that it provides a better education unit for the pupils of the 7th, 8th and 9th grades who need a different approach due to physical, emotional, intellectual, social, moral, and spiritual growth at these ages.

The following five points are quoted from a Committee report on Junior High Schools in Montana.

1. Physical growth is the change which we see taking place in the development of the adolescent. Children tend to grow rapidly immediately preceding and during adolescence. Physical growth problems are in the area of the school and home life, religious life, boy and girl relationships, recreation, health and growth. Problems of physical growth are awkwardness, aggressiveness, withdrawals, submissiveness, psycho-somatics, feeling of rejection or acceptance, fatigue and diet. Special approaches must be made to these physical problems by providing group and individual activities in the physical education program, providing communications in the English class which will help to develop poise and confidence, and the practicing of democratic principles that will help children learn and to live together and giving each child a direct responsibility.
2. Emotional behavior of the adolescent involves moodiness, unstableness, self-consciousness, touchiness, excitability, embarrassment, worry, hostility, rebelliousness, defiance, sulkiness, timidity, impatience and hatefulness. These emotional problems are in the area of concern over social approval, failure in school, fear of not being accepted by peers and the people of his age group in his own neighborhood, and personal inadequacy. Approaches to this problem are making the child have a feeling of success and recognition in some area, considering his social mental and chronological age in relation to achievement, the using of parent-teacher conferences, the study of correct dress and social habits in health classes, physical education, home economics, speech, and guidance classes.
3. Social growth concerns the whole personality of the adolescent in his physical, intellectual and emotional function. The child encounters mixed feeling of dependence upon family status; newly created relationships with peer groups develops; intense conflicts appear in the latter period. The child becomes aware of a desire to achieve adult status; he experiments with roles and social personalities; he conforms with or works against social codes; association with members of the opposite sex are sought on experimental basis; and "showing off" and vicarious conduct problems are in the area of quarreling, aggressiveness, submissiveness, showing off, rejection or acceptance. Causes of these problems are



Model Airplane Club, Upper Grades, Kalispell

jealousy, rivalry, physical and mental conditions, insecurity, intolerance and prejudice. Approaches to these problems are the analyzing of the problem, recognizing each child — thus establishing within him a feeling of being wanted — establishing the practices of democracy and the using of mental hygiene clinics.

4. Intellectual growth developments of the adolescent are noted in the rapid gains made, in ability to handle ideas, in increase in judgment, reasoning, comprehension, speed of performance and knowledge. Intellectually the accelerated adolescent tends to show a sharp rise in mental ability to the age of 17. It then begins to level off. Intellectual problems are in the area of the extremes of intelligence, memory difficulties, lack of concentration, imagination overworked, reasoning, thinking, generalizing and lack of mental readiness. Approaches to these problems are understanding individual differences and environmental factors, testing to determine causes of difficulties, giving remedial work, providing adequate guidance and counseling, and giving the child responsibilities according to his abilities. The teacher must take the child where she finds him.

5. Moral and spiritual growth is an understanding of growth in attitudes, habits, personal traits and ideals. Moral and spiritual behavior includes prejudice and intolerance which arise when children base their ideas on parental stereotyped thinking. Moral and spiritual problems are in the area of prejudice, rejection, religious differences, juvenile delinquency, and misdemeanors. Causes of these problems are that America is a melting pot of nationalities. Groups residing in the country refuse to accept an immigrant — the resulting problems are intolerance and antagonism. Heredity and environment, movies, television, radio, books, overly strict discipline in home and school, ignorance and desire for attention attribute to the cause. Approaches to these problems are providing assembly programs for teaching moral values approved by the policy of the school, supervising club activities, providing opportunities for children to make their own decisions, emphasizing honesty in the classroom and in activities, and providing individual and group guidance. Parent-teacher conferences can be a strong influence in this area. The teacher's manner must be conducive to good teacher-pupil relationships. Guidance experts should be employed to help the adolescent and to be of assistance to the teacher.

Organizing a Junior High School

Montana law provides for the establishment and operation of junior high schools consisting of grades 7, 8 and 9. Rules and regulations have been worked out for junior high schools by the State Department of Public Instruction and approved by the State Board of Education. Montana law also provides that such an approved junior high school may budget on the high school schedule

for the minimum foundation program, thus assuring a higher per pupil budget under the setup. It has been found in some instances that certain school authorities have requested approval of a junior high school just on this basis. This is to be regretted.

The immediate purpose of the junior high school is to establish such a program of work between the elementary and senior high school as will do the most good for the development of the pupils of this age as indicated in the items mentioned above. It is so organized that orientation into a somewhat more mature method of thought, more intensive and more independent study, and more effective participation in the affairs of his social group are provided for the adolescent child. It is aimed quite specifically at correction of over-specialization and departmentalization which have become such prominent features in the contemporary school. In some junior high schools one teacher would require one-half of the school day, the other half being devoted to more specialized fields, such as mathematics, physical education and health, science, music, home economics and shop.

Teachers in the junior high school at the present time are required to have either the standard secondary or elementary advanced certificate. The standard secondary extends from grade 7 to 12, inclusive, and the elementary advanced certificate from grade 1 through 9. These certificates are based on graduation from a regularly accredited four-year college and a bachelor's degree. A certificate based on a two-year course of preparation in college is not sufficient. Proper preparation would include courses in counselling and guidance, physical education and health, in addition to fairly broad, but not shallow, knowledge of other subject matter taught in the upper grades of the elementary school. Courses in remedial reading, remedial speech, and the ability to teach handwriting are also necessary.

Those portions of the classical curriculum which have proven themselves to be valuable would be retained. In some communities the classical offerings may have more meanings, due to local needs, than in others. For example, sentiment may indicate the need of Latin or ancient history in one locality, but in another these subjects would not be included in the school offering. Unless the need is apparent, however, retention of controversial subjects in the curriculum would be a waste of time and effort.

Evidence of a pre-vocational curriculum will be given consideration by officials in granting approval for junior high school organization. Inclusion of elementary manual arts, elementary agriculture and science, and basic home arts in the offering of the school undoubtedly would be deemed as part of the curricular organization.

Better learning in the social studies field should result under the junior high school plan because materials to be read in civics or government, history, and related courses, would be prepared under closer and more skilled supervision. A study of prevailing schemes of government used over the world must be provided on a comparative basis in order that a clearer understanding of our heritage may be obtained.



Art and Social Studies Project, Kalispell. Pupils Design Calendars

The state department officials probably will be most hesitant in approving junior high schools until considerable evidence of the foregoing changes has been reviewed. The term "junior high school" means a very specific organization of 7th, 8th and 9th grades. There are only twelve approved junior high schools in Montana. These are in Great Falls, Billings, Anaconda, West Yellowstone, Ennis, Sidney, Hardin, Roundup, Fort Benton, Lockwood, Huntley Project, and Broadwater County.

Goals

1. A qualified teacher in every class room.
2. An understanding on the part of the community concerned of the purposes and goals of a junior high school, before attempting to organize one.

Secondary Education

During the past several years the high school curriculum has been under violent attack by agencies and persons whose individual interests, in some cases, do not include an educated and intelligent American citizen in the picture of the future. Magazines and newspapers occasionally have given the spokesmen for these agencies sufficient publicity to draw a competent and masterful reply from leading educators and citizens who understand schools and who realize that to remain free, we must provide education for all Americans. No institution or organization is perfect and we realize this is equally true of the schools. Educators welcome constructive criticism, which will help to improve our schools.

Studies conducted with fairly large segments of school population have proved that in addition to teaching the fundamental three R's better than was ever done in the past, we are also preparing our youth for better citizenship and parenthood. The curriculum of the future, if we hold to our present course, will emerge as a better instrument of education for the ideal of a rounded adult life for our children.

Curriculum is usually considered to consist of the total learning influence of the school upon the child. This includes not only the formal materials taught in classes, but whatever is taught in the clubs, societies, and "extra-curricular" activities which may be provided by the school.

The history of curriculum development is the same as that of education and schools. Early societies, such as Rome and Greece, expected their schools to prepare a very select group of the youth for future citizenship in their respective countries. Unfortunately, many subjects remained in the curriculum long after the need for them had vanished. Today, in some of our high schools, Latin, the ancient Roman language is taught, but there is no course offered in driver training. Thus, some people point out a dead language is taught, and lives are lost daily on the highways because tradition has so cluttered up the offering of our high schools that really important modern subjects cannot be offered. This is not an argument against Latin, but rather a statement on the absence of important current needs in our curriculums. Fifty years ago, the colleges and universities required a rather rigid set of courses for admission. Today, many of our high schools attempt to meet admission requirements which are no longer in existence. Other schools, located in less tradition-

ally-minded communities, place strong emphasis on training for the skills and arts of everyday life which will lead to more pleasant homes and healthier children, as well as educated citizens.

Physical Education, Health and Recreation

This is a program that is the least understood in our schools, both by educators and laymen. To some it means athletic contests, to some setting up exercises, and to others it is just another frill. Actually, this program should be one of the most important parts of a pupils life in school.

Just as the early Greek and Roman societies placed great emphasis on health and physical activity of a suitable kind, in order



Girls' Physical Education Program in Helena Includes Archery

that the children might better serve themselves and the state, so does the curriculum of the modern school contain courses in health, physical training and recreational activities which will serve the pupils well, long after they have passed the age at which they can play football, basketball, and

other more violent team sports. The truly modern school emphasizes such sports as tennis, badminton, volleyball, skating (when facilities permit), skiing, but all of them in moderation. Spectator entertainment often interferes with a constructive program, although thoughtful educators are aware of the present serious situation.



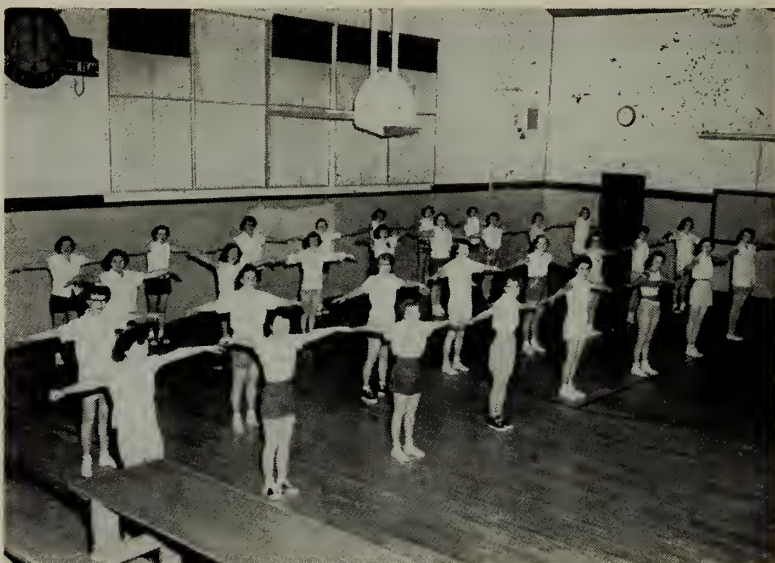
Boys' Physical Education, Helena

Educators in recent years have become deeply concerned about the dangerous trend competitive athletics has taken in many public school systems in our nation. With high-powered competition, promotion and commercialism typical of "big-time" sports beginning to color elementary and secondary athletics, educators feel the time has come to take definite steps to curb such practices. These practices cheat children educationally and may injure them physically or mentally.

We in Montana recognize the value of competitive spirit in the lives of our young people. We also recognize the need for a controlled and supervised program of competitive sports as an outlet to satisfy this normal factor in human

beings. It should be remembered however, that the aim of a program of competitive sports in the public schools of our state should be to satisfy this competitive urge and to contribute in the development of physical fitness, stamina, good sportsmanship, and cooperation, and not be used solely as a medium for community entertainment, or player aggrandisement. The schools' athletic programs should be planned to benefit all the children, not just a few star athletes, and should be integrated with the rest of the schools' curriculum, and the costs for such a program should come from general school funds.

Although most of the bad practices evolving from an over-emphasized athletic program have occurred in some senior high schools, there seems to be an alarming trend to lure the junior high school age group into highly-organized sports competition. Recognizing the need for protection of this age group from over exploitation by well-meaning adults who do not understand the needs of elementary school pupils nor the potential dangers to their health, the Montana State Board of Education in December, 1953, adopted a set of policies governing athletic interscholastic competition for all Montana grade schools. The policies adopted by the State Board of Education include: no interscholastic athletic



Girls' Physical Education, Chester

competition in basketball or football of any kind below the seventh grade. No tackle football below the ninth grade. No boy who has attained the age of 16 may compete in grade school interscholastic athletics. Limit of 8 games per season recommended. Total number of games per season not to exceed 10. No tournaments. Qualified professional supervision required for all team sports.

The National Federation of High School Association's regulation of six-minute quarters shall be observed. Minimum scholastic standing of the team members shall be the same as for high school. No overnight trips authorized. A sixty-mile radius is recommended as reasonable. Thorough physical examination by a qualified physician is required for all participants at beginning of each season. Emphasis in any interscholastic athletic program should be on widest participation, sportsmanship, development of good health habits of cleanliness and proper diet, rather than on winning games. No interscholastic athletic program can replace the required physical education program for all pupils enrolled in the elementary schools. It is recommended that no admission charge be made for grade school games. Each school is urged to keep publicity on grade school games to a minimum and to avoid exploitation of the team, individual members or the coach.



Typing Class, Chester

Competitive athletics and other contests between schools are controlled by the State High School Association. This organization is a cooperative effort on the part of all member schools to keep the competitive athletic and other programs within bounds, taking into account the mental and physical welfare of all of the students, the purpose of competitive athletics, and the harm that can result from over-emphasis. We believe that the High School Association, composed of representatives from all schools, is doing a good job of regulating competitive events, and that the progress shown in recent years points to an improved program in the future.



Scene from "H.M.S. Pinafore", Flathead County High School

Athletics are for the benefit of all our youth. It is sincerely hoped that enlightened parents, educators, and other citizens of every Montana community will see the need for self-imposed controls whenever their school's athletic program becomes so over-emphasized that the future health of their children is at stake. We also hope that they will cooperate with this department, the Montana High School Association and the State Board of Education in improving our program of health, physical education and recreation.

The competitive spirit of our youth in Montana schools is given a chance for expression in other fields besides athletics. Many pupils enjoy the competition they

receive in school-sponsored music activities, oratorical and speech programs, art and essay contests, and banking and industrial arts contests, etc. Numerous clubs and organizations, such as the Future Homemakers of America, the Future Farmers of America, science clubs, drama clubs, debate clubs, DECA, etc., are examples of a few of the many school-sponsored organizations which open an outlet for greater student participation in fields of activities more interesting to some

student than can usually be found in their regular academic program. The policies and supervision of inter-school activities such as athletic, music and speech contests is vested in the Montana High School Association.

Secret societies are specifically forbidden in the public elementary and secondary schools of our state. Section 75-4223 (1262.74) of Montana School Laws reads as follows. "It shall be unlawful for the pupils of any public high schools or other elementary schools of this state to participate in or be members of any secret fraternity or secret organization whatsoever that is in any degree a school organization."

Health education is more than a physical examination, more than clean lavatories, clean dressing rooms, clean classrooms and halls. It is also instruction in healthful living, a study of community and social health or hygiene, personal health or hygiene, first aid, and safety education. These phases of health education should be required in any health and physical education program. Recreation is an important part of the program, since we are training future citizens in the ways of living together and getting along together. They should be trained to use some of their leisure time together, not merely as spectators.

Snack Bars

The Joint Staff Committee of the State Board of Health and the State Department of Public Instruction has been at work for the past several years on health problems concerned with school children. One phase of this work has been in a study of snack bars. The recommendations of this joint committee include the following policies:

For the elementary schools it is recommended that snack bars be banned during school hours. In the place of snack bars (since it is recognized that growing children may need additional nutrition during the day), there should be a mid-morning and possibly a mid-afternoon snack. This could consist of either mild or natural fruit juice, or milk, together with an apple or an orange. This should preferably be given to the children just before recess so as to discourage them from



Parting Scene from "Abe Lincoln in Illinois," Helena High School

going to the corner grocery store during recess period and obtaining candy and pop. If candy and pop are not available in the immediate vicinity of the school, then the school administrator might consider some other time than before recess for this snack.

During after-school hours, such as evening athletic contests, or evening programs, which might include the public, and evening meetings of various groups and organizations, candy and pop could be sold, along with other items that do not create the problem of tooth decay and do not greatly impair the diet. A list of other materials could be developed by the home economics department of the school and might include sandwiches, raisins and other dried foods. The value of these other foods as compared with candy and pop could be compared for the students by various forms of demonstrations such as bulletins and notices.



Library Assistants, Drummond

Under some circumstances when groups desire to hold a food sale for money raising purposes during school hours, it is suggested that this sale be limited to the last fifteen minutes of the school day.

For high schools, it is recognized that the mid-morning and mid-afternoon snack cannot be controlled as it is in grade schools. The ideal situation is the education of the high school students to eat a better breakfast, but, pending such education, high school students may need mid-morning nourishment. Conveniently located snack bars, opening at about 10:30, with a little longer between class periods about this time, is suggested. The items made available at the snack bar would be the same as those made available to the elementary schools during the day, and should include items approved by the home economics department, as mentioned in the above paragraph.

Copies of the State Board of Health-Department of Public Instruction joint recommendation on "Snack Bars in Schools" are available from the State Board of Health and State Department of Public Instruction, Helena.

Textbook Selection and Libraries

Most of the elementary schools and high schools in Montana are accumulating a library of acceptable textbooks and reference books. In our smaller elementary schools this library sometimes consists of a corner set aside with shelves and tables and chairs. In our larger systems the library is expansive, well stocked and a room where an atmosphere of study is prevalent.



**Chemistry Class Demonstration in
Mysteries of Science, Charlo**

There was a time in past years when some schools thought a good library was one with the greatest number of books. Such libraries had hundreds of volumes which were never opened by a pupil. Today a good library is one which has a great number of practical, useful and available books, such books being well filed and catalogued for easy reference finding.

It is not alone a matter of having the proper books in the library, but of teaching the pupils how to use the same, how to find materials and particular references easily.

The library is an important adjunct of any school, whether it is a one-room rural school or a large city system. The ability to read and to find what you want in reading material is an accomplishment that will follow the pupil all through his entire life. After school years it is largely through reading that the personality and character of an individual is developed.

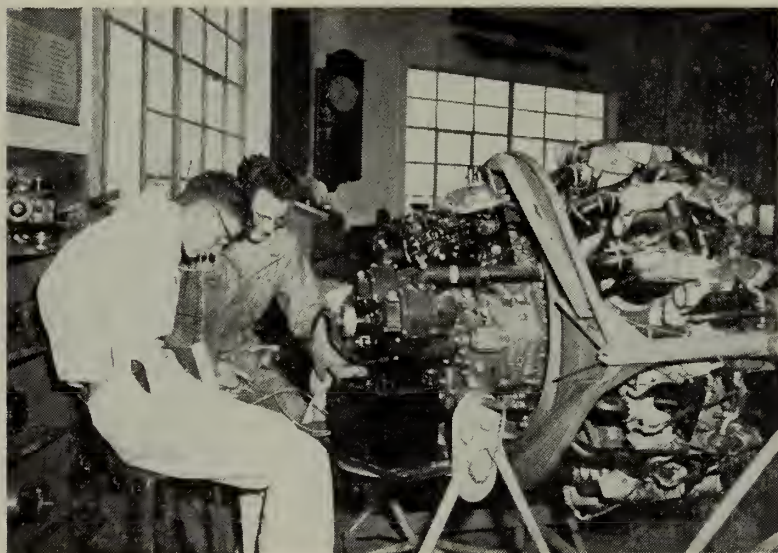
Modern libraries are attuned to the philosophy of the school. They contain reference materials, current periodicals, up-to-date dictionaries, visual-aid materials, and factual as well as fictional literature, which is adapted to the pupil's level. The librarian is now expected to understand the needs of pupils for proper literature.



Science Fair entrants and their projects from Flathead County High School, spring 1954. Some of the projects won at the Science Fair in Spokane during "Inland Empire Days."

Basic Curriculum Subjects

Four years of study of the English language is now required for graduation from a Montana high school, instead of the former three years. These years include work in speech, dramatics, and other language activities. In some schools, debate teams are organized for the benefit of those pupils who are interested in formal argument. Public speaking is taught in all high schools as a regular part of the English courses. The emphasis on oral and written expression is increasing, rather than decreasing.



Starter Installation, Aircraft and Engine Mechanics, Helena Aeronautics School

Because a college education is not expected of all children, the offering of the high schools has been extended to meet the needs of as many pupils as live in the community. If the curriculum of 1920 were again forced upon the children of Montana, a large portion of our pupils would be unable to graduate from high school — not that they would be less able to learn, but that the offering would be so limited that only those who are professionally or college-minded would be interested in spending four valuable years in the study of subject matter which to many of them would be of a non-pertinent nature.

American history and civics are required in all elementary and high schools. Offerings in science and mathematics courses vary

with the size of the high school. This is equally true of history, languages, driver training, vocational subjects and music.

The curricula of practically every high school in Montana contain courses in shorthand, typing and to a lesser extent, bookkeeping, business English and business arithmetic.

There are many questions needing answers in regard to these subjects. Should typing be taught to everyone who desires it, or to those who take it for vocational use? Should personal typing be taught in the junior high school grades? Should there be more emphasis on general business for everyday living? Are shorthand and typing and other office and business courses offered in the average high school, of the kind to adequately prepare student for office positions upon graduation? Are we training students in these fields to meet the demands of employers?

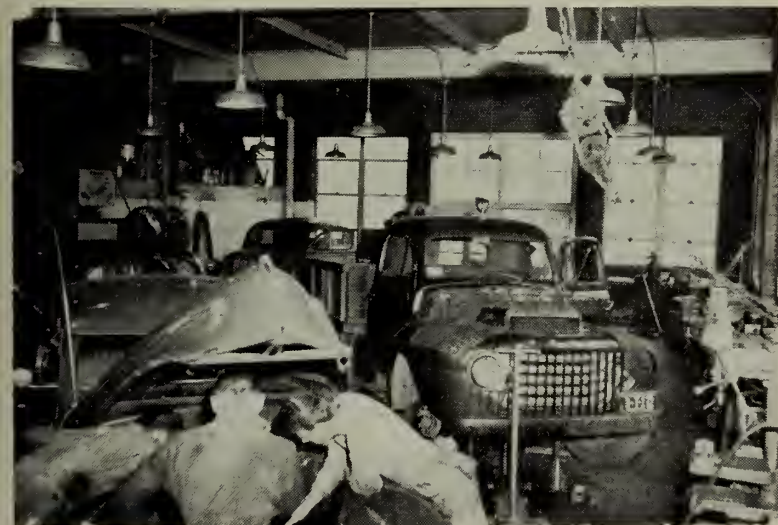
Aviation Education

Aviation science has changed and is continuing to change the pattern of our lives. Advances undreamed of in past decades have taken place. Aviation has changed the pace of the world, the concepts of commerce, the tempo of communications, and the relationships of nations. Some of our aircraft travel faster than sound; they carry equipment that works faster than man's brains; they fly at heights that stagger the imagination; they carry passengers and cargo of stupendous numbers for fabulous distances at a m a z i n g speeds. The airplane as a weapon of war has become a keystone of peace, a deterrent to aggression, and the major defense against attack. Aviation has grown from a sport or hobby into one of America's largest industries.

Montana schools are well aware of the importance of the Air Age and its effect upon the lives of our boys and girls. In aviation education pupils are concerned with knowledge skills and attitudes about aviation and its impact upon society. Aviation education is not taught as a separate subject. It is an integral part of the total educational program and should be utilized as a motivating force in each and every classroom as it fits into the curriculum pattern.



Trades and Industry Shop, Sunburst



Automechanics Shop, Billings Senior High School

In the past several years the State Department of Public Instruction, in cooperation with the Montana State Aeronautics Commission and the University of Montana, has offered Workshops in Aviation Education for teachers at both elementary and secondary levels. Many teachers have availed themselves of this opportunity and have found it most helpful to them in their teaching. The flight experience offered during the Workshop has been possible through the cooperation of the Montana Flying Farmers, the Civil Air Patrol, and the Montana Pilots' Association.

The airplane, as the latest and fastest development in transportation, has brought with it a new conception of the world. Upon the school rests the responsibility of

preparing the individual to meet this challenge and adjust to it. The arrival of the Air Age is likely to change social patterns as radically as did the advent of the industrial revolution. Air extends everywhere and is the one medium providing possible communication and transportation between each nation and all others.

Some of the concepts developed include:

1. To develop an appreciation of the Air Age in respect to the growing interdependence of the peoples of the world.
2. To appreciate the place the United States has in the World of Today and what part it must play in Tomorrow's World.
3. To acquire an appreciation of the improvement of the way of living resulting from the airplane.
4. To acquire an understanding of the geographic changes brought about by the airplane.
5. To acquire an understanding and knowledge of the fundamental principles of flight.

Local Determination of Curriculum

Outside of required courses, the curriculum of any high school, and elementary school, is determined on the local level. To secure a curriculum acceptable to all people is sometimes difficult as was emphasized in an editorial in the Great Falls Tribune. This editorial reported the findings of a 12-month survey recently completed by the Harvard School

Executives Study Foundation. This survey conducted by public school officials in Massachusetts found 60 per cent of them receiving demands to put more emphasis on the "three R's." During the same time nearly two-thirds of the school superintendents interviewed were also under pressure to offer more and varied courses. Thus many were being pressed from opposite directions.

Forty per cent reported they had demands from the community to put less emphasis on athletics but 58 per cent were being urged to stress athletic contests more. Thirty-nine per cent of the school heads received objections against school services such as guidance and health programs, while 63 per cent recorded demands for such services.



Resuscitator Demonstration at 13th Annual Firemen's School, Polson



**Fighting Oil, Gasoline and Rubber Fire with Fog, East Helena
Volunteer Firemen School**

Seventy-three per cent heard organized protests against school tax increases or bond proposals and at the same time 66 per cent had exactly opposite pressures to increase the school spending program, and so forth.

The pressures came from parents, school board members, teachers, taxpayers associations, local politicians, business and commercial organizations, newspapers, churches, labor unions and numerous individuals. The survey results are cited here to show that even well-intentioned efforts of citizens groups to improve schools can go in contrary directions.

High School Vocational Education Program Statistics

	1952-53 Departments	1952-53 Enrollment	1953-54 Departments	1953-54 Enrollment
Vocational Agriculture	60	2,425	60	2,453
Home Economics	58	3,407	60	3,533
Trade and Industrial Education	17	1,112	17	1,254
Distributive Education	9	514	10	474

Adult Vocational Education

Institutional On-Farm Training	75	1,846	46	896
Fireman Training		832		1,157
TOTAL	219	10,136	193	9,767

Citizenship — Leadership, Training and Education

	1952-53	1953-54
Future Farmers of America.....	2,261	2,250
Future Homemakers of America.....	2,237	2,374
Distributive Education Club of America.....	392	428
TOTAL.....	4,890	5,052



Soldering Competition Gets Under Way in Farm Mechanics Event at the FFA Convention in Bozeman

The purpose of vocational education is to assist persons in securing the abilities, information, attitudes, and understandings which will enable them to enter employment in a given occupation or field of work or to make given advancement in that occupation after they have entered it. Vocational education is an integral part of the total educational program.

The State Department of Public Instruction has long been an advocate of a comprehensive and practical vocational program. Consultative services are provided for the high schools of Montana in guidance, trade and industrial arts, agriculture education, distributive education, home economics, and adult education.

State Guidance Program

The State Department of Public Instruction recognizes the need for guidance in the curriculum of every high school. Although considerable progress has been made in this field in the past six years, this still remains a virgin field in most high schools, especially as to an organized and purposeful program of guidance.

A specific program in this field has now been planned by the State Department of Public Instruction, which calls for all schools to plan for the next three years to develop a guidance program which includes:

1. The selection of local teachers who are concerned about problems and needs of the pupils. Teachers and citizen representatives should develop local guidance programs together.

2. An organized guidance program which includes a counselor with a sympathetic understanding of teen-agers, who has had some formal counselor training.

3. A recognition that orientation of students to classes, school and community is a continuous within and between schools process, organized to include group work and individual assistance.

4. A plan in which counseling takes place for every pupil by a counselor assigned specific time in a plan devised by a school staff, using objective data and assisted by specific staff members where desirable.

5. Where student's placement, as a result of counseling, involves educational long range planning, post high school, vocational and educational responsibility, altering of school curriculum for individuals where plausible, and an organized follow-up to evaluate placement.

6. The guidance program is to assist teachers by providing essential information about the student, providing assistance for individuals within the class and using such planning for curriculum revision.

7. The program evaluates the school by teachers examining their program in an objective manner and conducting special studies of pupils, achievement progress, or problems when the need arises.

The average school is making progress towards these minimums. Plans are made so that counselors will have better formalized training. Within three years, it is planned that every teacher or administrator serving as a counselor will have had at least some formal course work, and that all new counselors will have at least 15 quarter hours of formal work.

Trade and Industrial Education Goals

Trade and industrial education programs, of both preparatory and supplemental types, are designed to train people for useful employment in such fields as construction, mechanics, public service training (policeman, fireman), practical nursing, and service trades (waiters, dry cleaners, cosmetologists, etc.). The enrollment in the program for the past year has been at a high level. We have more adults in the program than ever before. Many of them, however, are participating for only a few hours a year. This is true of the adults in the fireman training program and the skill improvement program for the journeyman tradesman. It is also true of the apprentice training program. This year there are no high schools in Montana offering the cooperative diversified occupations program. This means that many of the high school students have been unable to enroll in such classes. The result has been a marked drop in high school enrollments in trade and industrial programs.

To serve the needs of more high school students and more adults, a greater emphasis is to be placed on the longer programs. It is hoped some of the high schools will offer the cooperative diversified occupations program again this next school year. Such programs offer 180 hours of



Two Sidney Vo-Ag Students Repair and Paint a Mower.

related instruction and 540 hours of on-the-job training for a total of 720 hours per school year. The supplemental and related instruction classes for the apprentices should be given for not less than 144 hours per year. Many of these classes have not been operating for the full time. We hope to see more of such classes operating for the full 144 hours.

Delegates to the Third Annual State FFA Training School in the House of Representatives, State Capitol, Helena. In the background is the famous Charles M. Russell painting depicting the meeting of Lewis and Clark with the Indians at Ross Hole, Bitterroot Valley.



With a considerable increase in non-farm employment in Montana, from 1946 to 1953, there has grown a need for a skill improvement program among journeyman tradesmen, especially in the construction trades. Many of these classes should be organized for a full 144 hours a year. The chief obstacle to the organization and operation of such classes is the lack of adequate funds on the local level to give the required instruction and local supervision of that instruction. Under the present adult education law, few school districts will undertake an adult program even if it is badly needed and would be of great benefit to the community as a whole. It will take legislative action to correct the situation. With two itinerant firemen instructors, it is now possible to make more visits to volunteer departments and thus increase the number of man hours of instruction per year.

There are other adult programs such as the practical nurse training program, the custodial training program, and police officer training which we hope to continue and possibly expand. It appears there is a growing need for a training program for nurses' aids and auxiliary hospital workers. We, no doubt, will be called upon to assist with such a program.

Summary — Trade and Industrial Education — Enrollments Five Years 1950-1954

HIGH SCHOOL ENROLLMENT

ADULT SCHOOL ENROLLMENT

Year	Day Trade	Diversified Occupations	Total High School	Trade Extension	R. E. A.	Fireman	Total Adult School	TOTAL
1949-1950	472	162	634	410	174	873	1457	2091
1950-1951	582	139	721	470	182	947	1599	2320
1951-1952	599	159	758	300	.....	522	822	1580
1952-1953	521	14	535	602	.....	807	1409	1944
1953-1954	528	.....	528	726	.....	1157	1883	2411

World War II and Korean Veterans Farm Training Program

Adult agriculture education in Montana received its first boost with the beginning of the Institutional On-Farm program for veterans of World War II in 1947. The program was sponsored by the State Board of Education under the provision of a contract executed between the board and the Veterans Administration. Passage of Public Law 377 by the 80th Congress made possible this training program for young men who were engaged in the full time occupation of farming. The State Department of Vocational Agricultural Education was designated as the training agency and has been responsible for the administration of the program.

Objectives of the program have been to: (1) provide the best possible agricultural training through classroom instruction and supervision of the individual veteran on his farm and, (2) to aid the veteran in the development of his farm toward the end that it will provide a reasonable living for the veteran and his family by the end of his training period. That these objectives have been largely met is indicated by the large number of veterans who completed their courses and by the relatively few who have had to leave their farm and seek other means of earning a living.

While the veteran was in training he was required to attend a minimum of 200 hours of organized classroom instruction each year. This instruction was based on his own needs and included study of: farm crops, farm management, farm shop and mechanics, livestock production and soil management and conservation. In addition to the classroom work the instructor visited the veteran on his farm at least twice each month and for a total of at least 100 hours a year. Instruction on the veteran's farm was on an individual basis and directly concerned with the veteran's immediate and long-time farm problems.

At the peak of the program over 3,700 veterans were enrolled in training at one time in 125 training centers in the state. Some schools had more than one instructor, there being 176 instructors in the 125 schools. The program is very small at this time with most of the veterans having completed their courses or having exhausted their entitlement to training. As of October 1, 1954, there were still 50 centers in operation with a total of 50 instructors and 451 veterans in training.

Veterans of the Korean conflict are also eligible for the same type of training program under Public Law 550 passed by the 82nd Congress. Requirements for participation in this new program are more stringent than for veterans of World War II and the program will not be large in Montana. Schools have more responsibility in the program for Korean veterans and are in complete charge of financial aspects of the program. The schools also set up their policies by which the program will be conducted and the State Department of Vocation Agricultural Education, which has again been designated as the approval agency, will only approve, inspect and supervise schools conducting the program. As of October 1, 1954, nineteen schools were offering training to Korean veterans and there were a total of 78 veterans enrolled. It is expected this program will increase to a considerable extent during the next two years but will probably never have more than 250 veterans enrolled.



Two Units of Home
Economics Department.

The Institutional On-Farm program has given impetus to the Adult and Young Farmer Education programs sponsored by vocational agriculture departments in many Montana high schools. Vocational agriculture instructors have found that many of their enrollees in adult courses were participants in the Institutional On-Farm program. These young farmers have found that continuing education is a great help in the successful operation of their farms. What they learned in the Institutional On-Farm classes could be further supplemented by attending Young Farmer or Adult classes.

Vocational Agricultural Education

The broad base of the Montana Vocational Agricultural Education program includes five main purposes:

1. Developing in agricultural students in high school those skills and abilities that will help them become successful farmer-producers.
2. Assisting out-of-school young farmers and adult farmers to become successfully established in farming to the end that an enriched farm living will result and to prepare for increased production in times of emergency.

3. Encourage increase in production goals of food, fiber and feed, especially during the present emergency.

4. Developing in vocational agriculture students an appreciation of proper attitudes that will aid them in becoming straight thinking, honest, competent and expressive rural leaders, citizens and producers in times of emergency as well as peace.

5. Working closely with the agricultural education teacher training department at Montana State College to help improve and further the first four purposes.

NOTE: There can be no separation between 1, 2, 3, 4, and 5. They must be closely integrated or related in our over-all teaching and training program for in-school youth and out-of-school young and older farmers.

Thirty-three counties have at least one vocational agricultural education program. Several of these counties have two, three, four and five departments. Montana has a total of sixty vo-ag departments throughout the state. Many other schools are interested in having vocational agriculture programs.

Montana has one of the outstanding long-time farm experience programs in the country. During the year 1953-54, Montana vo-ag students owned 903 head of swine, 2,503 head of beef cattle, 488 head of dairy cattle, 3,849 head of sheep, 5,863 acres of wheat and other small grains, 496 acres of alfalfa and other forage crops, and 8,031 head of poultry. Many other miscellaneous crops were produced by Future Farmers. The total investment in farming by Montana vocational agricultural education students enrolled during this same year in high school totaled \$1,160,055.

Home Economics.
Chester



Encouragement is made for each vo-ag department to have an FFA chapter to motivate and improve vocational agricultural education and to develop character, leadership and citizenship in the boys enrolled in vocational agriculture. Each of the sixty departments has an active Future Farmers of America (FFA) chapter with the above objectives in their local program of work. There is much data to support the fact that much has been accomplished by the local chapters of Future Farmers of America.

Thirty-two of the sixty departments have built new adequate vocational agriculture buildings during the past several years. Fourteen of the sixty have remodeled their buildings to meet the standards for an adequate vo-ag building. Practically all of the remaining fourteen schools are in the planning or building stage for adequate vo-ag buildings.

All of the sixty departments have conservation practices as a part of the local course of study and as a part of the Future Farmers of America (FFA) program of work. For example, twenty-five chapters of FFA, during the past year had an active livestock loss prevention program. Thirty-one chapters of FFA had active soil and water conservation programs.

The State FFA Convention which has been an annual event for the past twenty-five years has been gradually changed during the last few years to a training school for approximately five hundred Future Farmers from throughout the state. During the past several years two to three local chapter FFA officers from each of the sixty chapters are invited in to the state

capitol building to participate in a leadership training workshop. They in turn return to their respective chapters and conduct a local leadership training program for the members of the local chapter of FFA. Usually about one hundred Future Farmers from throughout the state attend.

Each year many of the twenty-five hundred Future Farmers enrolled in vocational agriculture go directly from the high school to farming as a vocation. Many of these students become leaders in rural and civic organizations.

Every school having vocational agriculture is aware of the fact that vocational agricultural education has and will continue to be a great force to help out in any national emergency situation for supplying food and training in mechanics. A well-trained, skillful mechanic is an essential individual in peace, defense or military combat.



Home Economics Department,
Sunburst

Distributive Education

Distributive Education is a program in which students get work experience and training on the job (in stores as an example) and related training in the high school classes.

Plans and Goals for Development:

Establish part-time cooperative D. E. programs in all high schools of enrollments of 300 or more, thereby making 16 schools in this classification.

Establish part-time cooperative D. E. programs in most of the small high schools enrolling from 150 to 299 students.

Improve existing 10 high school programs in D. E. These programs will be improved by: 1. Selecting student-trainees on the basis of career objectives and by providing a two-year comprehensive program of training for those who want and need it; 2. Providing instructional supplies and equipment in accordance with the minimum list issued by the State Department of Public Instruction; 3. Requiring teacher-coordinators to devote at least 9 weeks within the 3-year program of work plan to professional improvement as defined by the State program of teacher preparation and certification; 4. Establish a plan of functional records, or vocational information pertaining to trainees in accordance with the outline of specific suggestions to be issued by the State Department of Public Instruction; 5. Expanding the DECA youth program to encompass all vocational business education programs.

Improve existing office training programs established in four schools for Glasgow, Missoula, Billings, Kalispell. The programs to be improved by: 1. Providing a definite work study plan for a one-year course; 2. Establishing the scope and sequence for Business Education curriculum; 3. Providing a unit guide for instruction and adapting this guide for local needs; 4. Providing supervision for vocational office training programs; 5. Providing teacher training on a formal basis for activity and project type instruction in the business education area; 6. Initiating youth organization programs for office student trainees.

NOTE: The importance of office training programs is recognized, including management of an office, ability to take shorthand and transcribe notes, the ability and skill to type rapidly and accurately and the ability and skill to operate office machines of various kinds and also the importance of work experience on the job and the ability to get along with people. While this program is not a part of vocational distributive education, the state supervisor will assist with it when requested and time permits from the responsibilities of the regular distributive education program.

Home Economics Education Service

As we reflect on the past year's attainments we feel that the accomplishments of the Home Economics Education Service have been worthwhile. However, we are learning that as our homemaking program develops our need for new goals is ever present.

The main objective has been and is to further the development of the Guide for Teaching Homemaking in Montana Schools. Throughout the year Vocational Homemaking Departments were visited and this department had personal conferences with Homemaking teachers and administrators on how the Guide was used in their curriculum.

The committee members for the Guide — eight homemaking teachers, the College and University Teacher Trainers and the State staff — met to discuss area meetings and to make future plans for work on the Guide. It was the general consensus of the committee that the Guide in its present form should stay in the hands of the Homemaking teachers another school year. The committee felt that in order for the teachers and students to derive the greatest benefit from the present plan they should experiment with it for another year.

Non-reimbursed schools were mailed all publications sent from the State Office. Departments were visited on request of administrator or teacher to assist with various problems; such problems being renovations of all purpose homemaking rooms, re-decoration, planning and arrangement of equipment. Floor plans for new homemaking departments were checked and suggestions were made where needed.

Plans for Development

This division is now beginning a survey on the cost of financing a homemaking department for a school year — excluding the teacher's salary. We feel this study will take time and planning as not all schools itemize their expenses as to departments. To get a true picture we may have to help schools set up itemized budgets in their homemaking departments in order that information needed to complete the study is consistent. A thorough study is being made of the reimbursement and certification policies as they are now, and plans are being made to work out new policies that will be acceptable to the development of better homemaking programs throughout Montana.

Other plans for development are more in-service training for homemaking teachers in actual teaching situations and in FHA fundamentals. The Montana Future Homemakers Association (FHA) with the help of homemaking teachers is developing a handbook which will contain information on the following subjects: special instructions for local, state and district officers; program planning for local chapters; financing and budgeting for local chapters; the hows and whys of good chapter meetings; and integrating FHA with the homemaking program. Also included in our plans for development is continued work of experimentation and evaluation of the Teaching Guide.

The Montana Chapter of the FHA is an organization of students in high school home economics classes, which has for its purpose:

1. Safety and Civil Defense
2. International World Christmas Festival
3. Families Together
4. FHA Week.

During the past year local chapters participated in projects on safety and civil defense, International World Christmas Festival, families together, FHA week, doing our share in the home, making our home a more pleasant place in which to live, learning to appreciate our democratic way of life, paying respect to family members opinions, understanding other peoples problems and helping them solve them, accepting positions in school and community, plan leadership recreation and publicize FHA and make it known to everyone.



DRIVER EDUCATION

Twenty-five years ago the first high school driver education course was offered in a Pennsylvania school. Since that time the value of the course in saving lives and property has been proven in every area where the courses have been instituted.

Montana has the classroom and behind-the-wheel instruction in Driver Education in 63 of the 176 high schools. This is slightly below the national average of 43 per cent of the high schools of the nation now offering the course. Our goal is to have Driver Education available in every high school in Montana. In reaching this goal the units of the University of Montana are offering courses during the summer terms for teachers. An advanced teacher training course was given last year and another is to be offered this summer. It is necessary to have properly trained and qualified teachers to reach our goal of Driver Education training for every youth in Montana.

Junior Colleges

At the present time Montana law provides for the creation of junior colleges when approved by a vote of the people of any county or school district in which is located a county or district high school. When established, such junior college is operated and maintained under the supervision of the same board of trustees which operates the regular high school.

Miles City and Glendive are the only places which have taken advantage of this law to date and established junior colleges. Enrollment during 1953-54 at the Custer County Junior College was 42 full time pupils and Dawson County Junior College it was 21.

These junior colleges offer the same curriculums as is obtained in the liberal arts courses of any of our liberal arts colleges in Montana. Their support comes from the same source as for high schools.

Goals in Secondary Education

1. A curriculum in every high school adapted to the needs of the pupils and community.
2. A purposeful and critical analysis of the high school curriculum by local citizens in co-operation with school authorities.
3. An honest evaluation of our high school curriculum by citizens through actual visits to schools to see what is taught.
4. A "common sense" approach to athletic contests, gymnasiums and physical education, as contrasted to some "main street" philosophy of "everything for a winning team."
5. Cooperation with the Montana High School Association, a voluntary organization of school people, whose purpose is to superintend all contests within reasonable bounds.
6. A proper physical examination of every boy or girl.
7. A library of well chosen books in keeping with the current curriculum of the school.
8. Every high school emphasize the need for improvement in the fundamental skills of learning, — reading, writing, mathematics, speech.
9. A realization on the part of all citizens that such things as competitive athletics, band, orchestra, debate, drama, etc., are an important part in the education of every youth.
10. Inform local administrators, boards and citizens of vocational education services available in the State.
11. Cooperation of supervisors and teacher trainers in field of vocational education and general education.
12. Vocational education, whether in every schools or not, should be available to every pupil desiring the same.
13. Encourage schools to survey needs for specific courses.
14. Encourage small district in-service teacher training workshops by vocational education staff members and teacher trainers to be held throughout the state in order to better study and plan for improved local programs.
15. Encourage school organizations such as Trade and Industrial chapters, Distributive Education Clubs of America, Future Homemakers of America chapters and Future Farmers of America chapters in local schools having vocational education departments for the purpose of motivating and inspiring increased proficiency in a vocation and leadership and citizenship abilities and responsibilities.

Citizenship Training

Citizenship Training

The United States is a God-fearing nation. From the earliest time and through the earliest documents of our country reference to the Deity have always been present. In the Declaration of Independence reference is made to the "separate and equal station to which the laws of nature and nature's God entitle them," "that all men are created equal; that they are endowed by their Creator with certain inalienable rights." with a firm reliance on the protection of Divine Providence."

The Congress of the United States and legislatures of the states are opened with prayer, Easter and Christmas are celebrated as religious holidays and presidential proclamations and other statements by every president of the United States, governors and others have always included reference to the Deity.

According to the Constitution of Montana the teaching of any "sectarian tenets" in our public schools is prohibited. Montana Constitution also prohibits the expenditure of any public funds, local and state, for any institution of learning which is in aid of any church or for any sectarian purpose controlled in whole or in part by any church, sect, or denomination whatever.

Many people have thought that the absence of any sectarian teaching in our public schools is to be interpreted as irreligious attitude by teachers or school officials. When taken in the light of the above constitutional reference, it can be seen that this is not true since the teaching of any sectarian ideas is prohibited. This is the way our government has set up our educational system in line with the accepted theory of our constitution fathers of separation of church and state.

The facts are that the schools, the teachers and school administrators are constantly, day by day as part of their educational program, inculcating pupils with the ideas, the ideals and the attributes, the human relationships and practices characteristic of the best and the highest in our Christian goal. The practices of the Golden Rule are emphasized in nearly every activity of pupils and in all situations confronting them. For the time that the pupil is in the public schools, much more than when he is in Sunday School or church, the child has daily practice in living according to the spiritual and moral values accepted by our Founding Fathers. Spiritual and moral values are also stressed continually in many of the subject matter courses, — in English literature, history courses, science, music, art, health. In visiting schools, parents should ask teachers concerning this phase of education. We know they will be surprised at the emphasis on moral and spiritual values.

Knowledge, developed in an atmosphere of good citizenship by pupils of our public schools, with special emphasis on character building and moral training, has long been recognized as one of the best guardians for our American way of life, happiness and security.

The public schools of Montana have made notable progress in developing in their pupils an understanding of and a respect for those qualities of good citizenship which will enable them to become highly respected citizens in their own community and this democracy of ours in later life.

Not only through the formal activities of school and the classroom is the student helped to a fuller realization of the true meaning of a good citizen and a real American, but also in the field of extra-curricular activities, common to all public schools in the state, the pupils are given a chance to put into practice the training they have received in citizenship, Americanism, character and moral values.

One of the most serious problems confronting the nations of the world today is the inability of the peoples of the world to live peacefully with their fellowmen. Learning to work harmoniously with other pupils is one of the first lessons of our public school system. The place of the public school in molding the character, personality and standards of good citizenship, is one of tremendous influence. Learning experiences in the phases of American history and government are required in all grades. Americanism becomes more meaningful as the pupils study the history, government and geography of our state and nation and are allowed to practice democracy in their own school government.

World crisis has cast the United States in an increasingly important role in international affairs. Only as individual American citizens are informed and actively concerned for a peaceful world can American international policies represent true progress toward a world in which their nation may maintain its integrity, in which justice and freedom shall prevail for all men.



Pupils of four upper grades pledge allegiance to Flag in Birch Creek Hutterite School, which is now a part of the public school system in Pondera County.

The world is divided between the Communist nations and the free nations. The purposes, the values, and the methods of the two groups are poles apart. The Communist totalitarian purposes constitute a threat to our way of life that is real and great. It is imperative that our people understand that threat and strengthen their determination to withstand it on every front. Our public schools have a definite responsibility for helping every youth to know and appreciate our American way of life, how it differs from others, and to learn how to uphold and defend it at all times.

Citizenship in America

This department subscribes to the American democratic ideals for good American citizenship as set forth in the Thirty-Second Yearbook of the American Association of School Administrators, 1954, quote:

"Worth of Persons. We hold that respect for the dignity and worth of human personality is the basic concept of American democracy.

Freedom of the Individual. We hold that men can be free.

Government of Laws. We hold that freedom under law is the essential condition of a free society.

Capacity for Self-Government We hold that men have the ability to govern themselves.

Civic Participation. We hold that the individual has a right to participation in decision affecting himself.

Love of Truth and Appeal to Reason. We hold that men must entertain a love of truth supported by a rational evaluation of the evidence.

An Informed Citizenry. We hold that the citizen must be informed.

Social Responsibility the Counterpart of Freedom. We hold that the price of freedom is its responsible exercise.

Representatives from all Student Councils in Ravalli County meet to exchange views.



Equal Opportunity. We hold that each individual should have equal opportunity for self-realization.

Brotherhood of Men. We hold that men have the capacity to associate on a fraternal basis.

The Right to be Different. We hold that men have the right to be different."



Beaver Creek School Pupils and Patrons,
Park County, join in cleaning up
school grounds.

Our public schools are increasingly more cognizant of the need to:

1. Develop a moral and ethical sense in each pupil so that he will manifest toward others fairness, justice, tolerance, courtesy, and kindness, and for himself achieve an appreciation of his personal worth.
2. To prepare the pupil psychologically for a well-balanced and happy individual social and family life.
3. Develop in each child, youth, and adult student an understanding and appreciation of the forces of ideals of democracy which have made America great, and to foster a sense of his personal opportunities and responsibilities as a citizen of his community, his state, of his country, and of the world.



Meeting of Student Council, Charlo

To do this we believe in the inherent right of every public school teacher to have the freedom to teach and her students to have the freedom to learn.

Goals

1. An increased emphasis on spiritual and moral values in our schools.
2. An increased emphasis on citizenship education to develop an attitude of active participation, rather than passive membership.
3. Creating in every pupil an awareness of the dangers of our way of life inherent in Communism and other such foreign and atheistic philosophies of government.

Special Education

The right to an education is not a monopoly of any single person or group of persons, yet the United States has done very little to provide the type of education needed by a great number of its pupils. We refer to the physically and mentally handicapped children and to the gifted children. The situation is equally true in Montana.

Mentally handicapped children are children who are not capable of profiting from the general educational program of the public schools. These children may be considered in three groups as follows: (a) Educable mentally handicapped. Those children, who at maturity, cannot be expected to attain a level of intellectual functioning greater than that commonly expected from an eleven-year-old, but not less than that of a seven-year-old. (b) Trainable mentally handicapped. Those children who, at maturity, cannot be expected to attain a level of intellectual functioning greater than that commonly expected of a seven-year-old and who, for entrance into a training program, are capable of walking, of clean bodily habits, and of obedience to simple commands. (c) Custodial mentally handicapped. Those children who do not show a likelihood of attaining clean bodily habits, responsiveness to directions, or means of intelligible communication. The public schools are to assume responsibility for only the educable handicapped groups.

Besides the above classifications of pupils according to mental ability, we also have classifications of pupils according to physical condition. The great bulk of all the children in our country are classified as physically normal; that is, they are able to participate in classroom, playground, and all other school activities as normal children. However, we do have a number of children who are handicapped physically due to such reasons as heart condition, cerebral palsy, infantile paralysis, speech defects, hearing defects, visual defects, crippled conditions and many other causes. For some of these pupils it is impossible, because of their condition, to attend classes with normal children or to participate in playground and other activities. Some of these children are bed-ridden and some are in wheel chairs.

The Constitution provides that the public schools of the state should be open to all children and youth between the ages of six and twenty-one years. The question has frequently been raised whether all children and youth, regardless of physical and mental condition, should be offered the type of education needed according to his or her mental and physical ability.

For those who are the most retarded mentally or physically and for others who need special care the state has provided certain facilities and institutions. These are the State Training School for the severely mentally retarded at Boulder, the School for the Deaf and Blind at Great Falls, the State Industrial School for boys at Miles City, the State Vocational School for girls in the Helena Valley, and the State Orphans Home at Twin Bridges. These institutions have done a very good job in caring for the particular type of children committed to them. However, through the years the appropriations for these institutions, have been too small, and consequently these particular schools have not all been able to accept all pupils who need to enter. There is constantly a waiting list of several hundred pupils at Boulder.

All other children, physically and the mentally retarded, between the institutional case and the normal child, become a problem for the public schools. It is indeed a fact that our schools have been organized on the basis of offering education to the normally equipped child. The mentally retarded child has been left to get along as best he could with the other children in the classroom. Now and then he finds he is in a class with a teacher who finds sufficient time and energy to give him some special assistance, but with large classes this is impossible in a normal situation. This type of mentally retarded pupil finds himself either kept in the same class for

several years, passed on from year to year without any accomplishment, or leaving school at the first opportunity. The same is true of the physically handicapped child. Where the parents have been financially able to, they have been able to secure instruction for the bed-ridden child or the home-bound child. The partially blind, where they have not been institutionalized, in most cases have been left to shift for themselves according to the financial ability of the parents. This is equally true of all other handicapped boys and girls.

Montana Lax in Special Education

We might well ask ourselves what has Montana done for these children. From time to time in the past twenty years, a few of our local school systems have arranged for special instruction for some of these mentally and physically retarded children. A few have had special classes and teachers to assist those pupils who are mentally retarded. There have been a few times when school districts have sent visiting instructors into the home for this type of child, and in one or two instances when two-way telephone connections have been made between the classroom and the bed-ridden child. Outside of these isolated cases this type of child, who has not been institutionalized, has been left to the financial ability of his parents, — or just left to get what he could in regular classes.

Many times during past sessions of the legislative assembly certain individuals and groups have sought the passage of legislation providing funds for the special education of handicapped children. Through the cooperation of Eastern Montana College, the State Board of Health and The Montana Society for Crippled Children and Adults, classes for a limited number of crippled children, especially those afflicted with cerebral palsy, have been operated in Billings. In the Legislative Assembly of 1953, provision was made for the payment by the home district of tuition for these children attending these classes. Another legislature in past years provided for a one-mill levy for the assistance of these crippled children to attend special classes wherever they may be through transportation and other expenses. However, this one-mill levy was provided only by a vote of the people.

Certainly the people of Montana cannot shirk this obligation of providing education for the exceptional child. The program of adult education of handicapped, provided through funds from the State and Federal Government, has indicated that handicapped persons can take their place in society and in the vocational field in most cases as well as a normally trained person. The last ten years has seen tremendous strides in this field and we now find handicapped persons working effectively in factories, in offices, in schools, and in nearly every place where people are found earning a living. However, the main point is that this education should be begun when a child is young and it therefore becomes the obligation of the schools to provide educational opportunity for these youngsters.

The Legislative Assembly of Montana in 1955 will be asked to provide sufficient funds to make a beginning on this type of special education. It is hoped that funds will be provided to pay the difference in cost between the education of this child and the normal child, in special classes and through special instruction approved by the State Department of Public Instruction and the State Board of Education.

Goals

1. A realization on the part of all of us that we have a responsibility toward the mentally and physically handicapped.
2. The opportunity for every child to participate in that type of education program suited to his abilities.
3. A program for special education for the gifted child, in order that he may develop his capabilities to the maximum.

Indian Education

The Indian Education program seeks integration of the children of Indian blood into the life of the community and state where he lives. Every policy and effort is directed towards this objective, and the elimination of those activities which segregate the children of Indian blood from the other children. The beginning of all integration is in the school. If the health program for the children in the school is administered under two separate health units there immediately is segregation and this is the basis of discrimination in the school which will soon creep into the community. The same type of administration should apply to all activities pertaining to children of Indian blood.

The State Department of Public Instruction is proud of its progress in the integration of Indian children into the public school system of the State. The federal government is withdrawing from education activities on Indian reservations in the State as quickly as possible. In areas where there is an impact upon the public schools due to large amounts of tax-exempt Indian land, there is a reimbursement to the school district from federal funds to assist this school district in maintaining the educational level at reasonable standards. This reimbursement is being made to 34 school districts of the state at the present time, for pupils who attend 70 public schools of the state. During the past biennium 10 schools have been dropped from Indian education reimbursement due to small impact.

The amount of reimbursement to the school district is based on the tax levy of the school district when compared with the average for the state. The school district must have tax-exempt lands and children of one-fourth degree or more Indian blood residing on these lands, to constitute an impact and cause a financial burden which requires a tax levy above the average for the state. During the current year of 1953-1954 the reimbursement totaled \$287,442.61. This reimbursement includes the payment of \$69,368.80 for school lunch to indigent children with one-fourth degree Indian blood and residing on tax-exempt land. The total number of children of one-fourth degree Indian blood residing on tax-exempt land is slightly over 3,000. A number of children equally as large are not listed because they live in communities and towns which are taxable. These are absorbed into the school system without any recognition for reimbursement by the Bureau of Indian Affairs of the United States Government.

Through the efforts of the State Department of Public Instruction a school building program has been inaugurated in school districts with tax-exempt Indian land. Montana was alone in presenting the need for more and better school facilities on Indian reservations and obtaining the attention of Congress for this need. The program was extended to cover ten western states where this problem is most acute. There are 13 school districts on Indian reservations with tax-exempt lands which have approved applications for school building funds from the Federal Office of Education. The need for this building aid comes from low taxable valuations and density of population. The low valuation is due to tax-exempt lands, reservation lands and property.

There are seven Indian reservations in the State of Montana with approximately 24,000 enrolled Indians. The economic status of the people of these reservations varies with the resources available. The most important problems confronting these people are concerned with better economic conditions and better health. The solution of these problems will come largely through education and financial rehabilitation, so that the resources of the people can be utilized more efficiently.

The contributions which the schools of Montana are making towards the solution of the problems confronting people of Indian blood are many. We find these young men and women

in all walks of life in Montana. They are school teachers, school superintendents, lawyers, office workers, skilled workers in various trades, business men and ranchers. Changes in modes of living come slowly, but the progress made in the integration of people with Indian blood has been at a very rapid rate during the past six years. Progress is measured not by increasing Indian education reimbursement and the number of school districts provided with financial reimbursement, but through the integration of all these factors into the total school program. The tax-exempt Indian lands are rapidly being placed on the tax-rolls by the individual land holder. This is being done voluntarily without any pressure from a governmental agency. There still is considerable need for a program to finance higher education among people of Indian blood for a period of time. There is also need for on-the-job training programs for a short period of time. These may come in the near future.

The cooperation of communities with considerable Indian population in the solution of these problems is very commendable. These communities usually make an effort to provide education facilities for these children and integrate them into the community. It is a rare and unusual community which does not try to educate these children and make them more efficient and healthy citizens. Through community interest the program takes on impetus, and progress is at a faster pace. There is danger of moving too rapidly and care must be taken to see that the welfare of the older Indian people is not forgotten and neglected. These old people have an established mode of life which cannot be changed. They need our sympathetic consideration.

The State Department of Public Instruction has experienced considerable difficulty in working out a formula with the Indian Bureau for reimbursements to schools educating Indian pupils. The contract for 1953-54 was worked out according to criteria proposed by the Bureau of Indian Affairs. However, the amount of reimbursement requested by the Bureau for this contract was far short of requirements of school districts.

A formula for this allocation of Indian education funds must be found which is realistic and in line with Montana conditions.

Goals

1. Montana's educational policy calls for the elimination of all separate Federal Indian schools. This policy should be pursued in connection with the few remaining such schools.
2. As fast as possible Indian children and Indian people should be integrated into the life of the community in which they live, giving due consideration to the wishes of our Indian citizens.
3. Due to the large amounts of tax-exempt Indian reservation land, the Federal government should adopt a formula for reimbursement to local school districts which is realistic, workable, and consistent.



First Grade Pupils, Lame Deer.
Mrs. Josie Pegram, Teacher

Visual Education

Library Statistics, 1954

Number of Titles in Library	2,445
Total Number of Films in Library	3,213
Contributions by Schools in lieu of rentals	\$ 26,900
Number of Films Used by Patrons	33,175
Approximate Value of Films in Library.....	\$310,000

The Division of Visual Education was added to the State Department of Public Instruction in 1941, in order to create a library of visual teaching aids to be available for use in elementary and secondary schools and educational groups within the state.

Every year has witnessed a growth in the number of films used by individual patrons, in the number of patrons and in the number of films in the Library. The number of patrons will continue to increase as more areas receive electricity. In addition to the city and town schools the Film Library now serves most of the one-room schools that have electricity, and it is anticipated that a steady increase will continue in this area.

There has been a great advancement in new developments in the field of visual education since the war. All these should be explored and made a part of the visual aid services to local schools. Much field work must be done to maintain and improve our present program; it will be necessary to discuss scheduling, previewing and showing of the films with the actual user, the teacher. Some of the schools today over order, and many are neglectful about prompt return, but with constant supervision this can be reduced and maintained at a low level. Other fields of visual education which should be investigated and aid given to the schools are film strips, opaque projectors, television, as well as many minor fields. The department should keep abreast with new developments which are constantly appearing on the market and keep the schools informed.

Television

The Federal Communications Commission set aside six non-commercial TV Channels for educational purposes in Montana. The State Department along with the six units of the Greater University is charged with the development and use of these channels. A Lay Committee has been appointed by the Superintendent of Public instruction to study the possibilities. At present the outlook is very dark because of financial reasons. However, with a continued study of its possibilities, and as new and more economical developments appear, the aforementioned six channels may be put to use for the schools and colleges as well as in the field of adult education of Montana. For the present and near future the commercial channels may be used for educational material that is available much as radio has been used in the past. In Montana radio has been very cooperative with education and TV will undoubtedly follow in their friendly manner. It will be necessary that the Film Library make available as much of the material as possible for use by educational groups that desire to use it for TV programs that they desire to sponsor.

Sight-Saving Library

The 1949 Legislature appropriated \$5,000 for the purchase of Sight-Saving books. The \$5,000 has been expended for books printed in 18-pt. bold print for grades 1 through 8. Distribution from the Library has shown a constant growth since the establishment of the Library. This field of Visual Education could be greatly improved by the addition of more books to correspond with books used by the local schools.

Goals

1. Proper use of materials from the Library by instructors trained in their use.
2. A recognition by school people and others of the great teaching values through visual aids.
3. Better and more use of sight-saving texts by children with impaired vision.
4. A study in the next few years of all potentials of educational television.

**Sumatra Pupils Receive Instructions
in Operating Projector**



State Correspondence Schools

The problems attending the schooling of any child are magnified when the parent lives a considerable distance from school, or when his child has a physical handicap that prevents his attendance. Fortunately, Montana's school bus system can transport large numbers of rural children to school and return them to their homes in the late afternoon. There are some rural children, however, who live too far from a school or from a bus line to be transported. Since physical handicap observes no geography, there are also rural children whose natural or accidental disabilities prevent their attendance at school. The child who must take medicine frequently during the day, the one who must spend several hours each day in bed, the epileptic child, those who are recovering from polio, rheumatic fever, or injuries, and others frequently miss a great deal of school and seldom have the help of a visiting teacher.

It was to ease such problems that the legislature in 1939 established the State Supervised Correspondence Study School as a part of the Department of Public Instruction.

One of the first aims to be realized was providing supervised correspondence courses to small high schools, so that students might have a wider choice of subjects than a limited local staff could offer. Students in a small high school could thus take typing or shorthand, even though the number wishing to take the subject was too small to warrant forming a class. The student wishing to take Latin or a foreign language could study alongside another student taking advanced algebra to prepare for an engineering career. The student talented in drawing could have excellent personal instruction by a trained art teacher. Local teachers could be relieved of outlining make-up work for students who had missed school, and administrators could arrange for transfer students to continue a course they had started but which was not offered in the local school.

A second urgent need has been met by supervised elementary courses, which are so simply and fully written that even an untrained parent can supervise the home study of his first grader or his eighth grade child. A calendar of progress tells the pupil how much he should accomplish in one week or two. He is encouraged to adhere to the schedule so that his school year will end in nine months, just as if he were in public school. The invalid pupil is allowed to progress at the rate consistent with his physical well-being. Some handicapped children are in wheelchairs, some in Bradford frames; many are less severely handicapped and are able to return to public school after recovery.

A third goal, provision for continuation of high school education by early school-leavers, has been met through availability for home study courses. Adults who have not finished high school are thus able to receive a high school diploma, often a requirement for employment or advancement. The number of adults taking high school courses is relatively small. A good many school-leavers who enroll for correspondence study are girls who marry young, 66 taking courses in the past year. On the whole their work is purposeful and their completion rate is good.

A special course in preparation for citizenship for alien adults is available to those foreign-born persons who live in areas where resident classes are not held for candidates for naturalization. These students are especially appreciative of official help and interest in their welfare.

An emerging need is becoming evident in the number of inmates of custodial institutions whose rehabilitation would be hastened and whose re-entrance into society would be made easier by high school training. With the cooperation of state education officials, interested individuals, and several high schools which are allowing former students to complete their high schools courses by correspondence, problems of cooperating state agencies are being resolved.

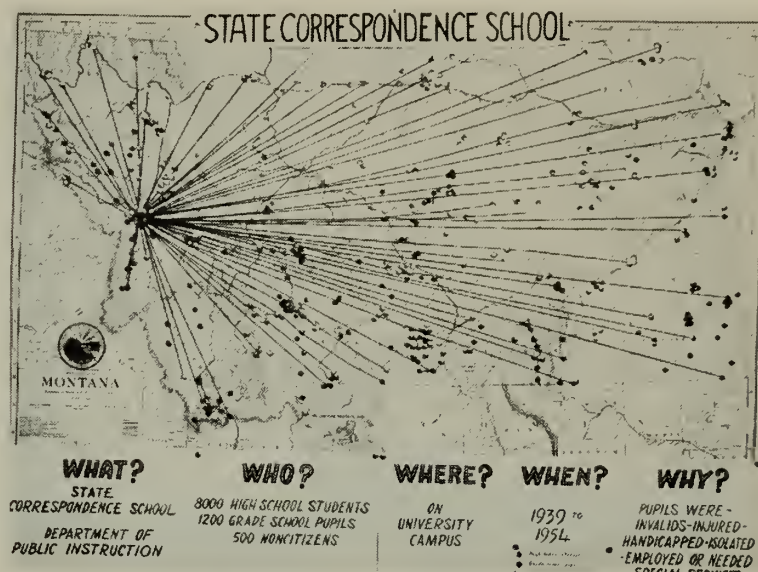
Enrollments:

Enrollments in the Correspondence School for the past two years are as follows:

	1952-53		1953-54	
	Individuals	Courses	Individuals	Courses
High School	517	915	577	935
Grade School	133	1,463	120	1,320
Noncitizens	93	93	53	53
	<hr/> 743	<hr/> 2,471	<hr/> 750	<hr/> 2,308

Day by Day Work of Correspondence School Students:

During the school year of 1953-54 about three-fourths of the high school students taking correspondence courses attended high school, supplementing their program by one correspondence course. Just under 11 percent studied at home, because of distance lived from high school, being under or over high school age, inability to find a boarding place, being home-bound, or for other reasons. This per cent does not include the rising number of young married girls having small children who are at home for that reason. If the student is attending high school, he has, or should have, one regular period assigned to him each day, during which he works on his correspondence course under study-hall supervision. Several students may study several different courses during the same hour and under one supervisor. If the student studies at home he is encouraged to arrange a regular time for study, and to take only one or two courses at a time. This arrangement seems advisable when his fees are paid from county funds, so that he will not obligate his county for courses he may not complete. From three to five per cent of the high school enrollees have physical handicaps and study at times most suitable for them, progressing at whatever rate is most beneficial to them.



State-wide School — State Correspondence School
Every county in the state uses the correspondence service.

Grade school children ordinarily carry a full program of study and observe hours comparable with those in school. Their lessons are sent to the correspondence school usually on a weekly schedule, and are returned by the teachers within two to three days, usually with a personal note to the pupil. Close contact is also maintained with the parents.

Social contacts are provided by such methods as exchange of letters between teacher and pupil, finding pen pals, circulating a round-robin within a grade, having membership as a school in the Junior Red Cross and pupil participation in its activities, making tours of local businesses, libraries, etc., as part of a lesson assignment, and taking part in local programs, if possible, in those put on by the nearest school.

Primary Education:

Assignments for the first two grades are given in weekly units, 18 for each semester. The parent has only to read aloud each day's assignments, allowing time for the little pupils to do whatever activities are called for. The parent must ordinarily spend about two to three hours per day with the first or second grader.

Of the 31 first graders in 1953-54, 23 finished their courses, 3 transferred to public schools during the year, 1 cancelled, 1 dropped, and 3 were so seriously handicapped that they submitted lessons only occasionally. Seventeen of these first graders live 10 or more miles from school, nine of them living over 20 miles distant, and two, 50 miles.

Of the 19 second graders, 13 completed, 3 transferred to public schools, 1 cancelled, 1 was handicapped, and 1 continued his work during the summer.

Library Service

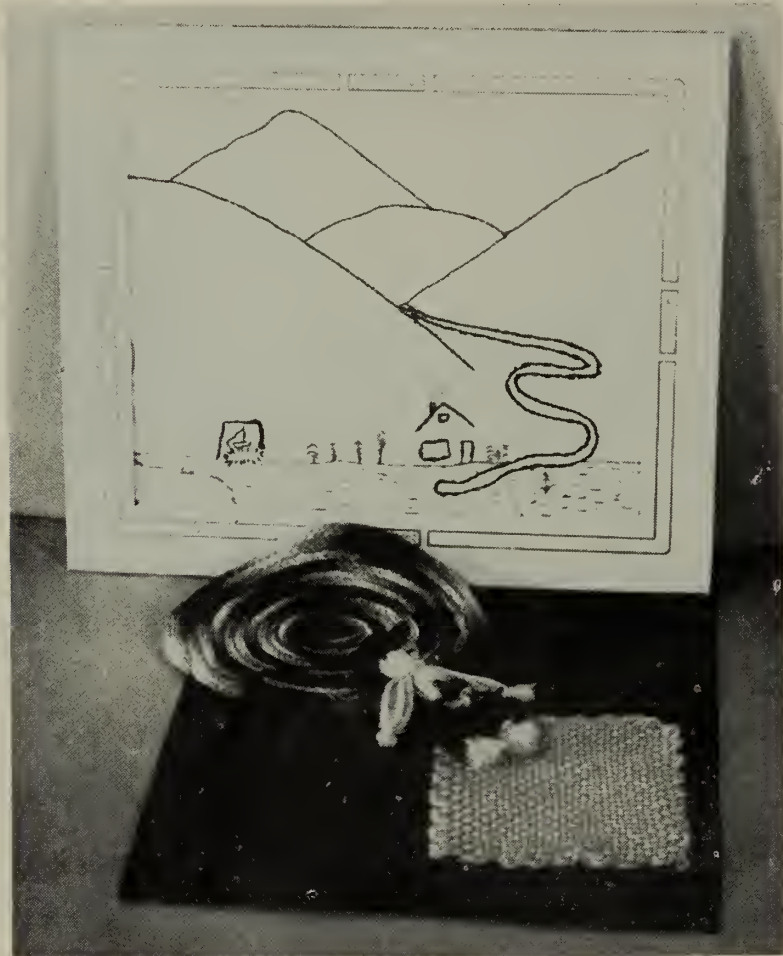
Books from the Correspondence School Library are sent only on request to students taking correspondence courses while they are attending a local high school. For isolated and handicapped students, a teacher-adviser at the school recommends and sends library books to supple-

ment the student's courses and to entertain. In the grade school, each child receives a list of books in the library, along with blanks on which he may request them. If he makes no request, his

teacher selects books for him. These are sent at library rates. The State Library Extension Commission furnishes announcements of their services and loans books either on the teacher's or the parent's request. This cooperative library service is very much appreciated.

Future Developments

The present teaching staff is so fully occupied with teaching, course writing and revision, and related activities, that they cannot assume the added responsibility of writing entirely new courses. Fairly complete preliminary work has already been done on a course in Montana history, but it is as yet unfinished. In view of the value of color and decoration to the rural home, one of the first new courses to be written should be in the field of arts and handicrafts. A course in music appreciation is also needed. Broadcasting programs on subjects related to school would be eagerly received by correspondence students. Completion of these projects await an expanded staff, though much could be accomplished by special assignments lasting only a few months.



Creative Handwork — State Correspondence School

His own drawing of his home, done in stitchery, a hot-dish pad, a yarn cowboy with chaps, and weaving are original projects for intermediate pupils.

Goals

1. A knowledge on the part of school people and parents of the purposes and possibilities of the State Correspondence School.
2. A sufficient appropriation to the budget of this school to enable it to do a more effective job of educating in the elementary, secondary and adult citizen fields.

Working With Other Organizations — State Correspondence School

Filling Junior Red Cross school gift boxes and making toys for needy children are socializing experiences for home-bound pupils.





School Transportation

School Buses at Hamilton, Montana

The man at the right, John L. Halder, has driven school buses for 23 years without accident.

School transportation is an auxiliary activity of the school program and must be administered as such. Its principle purpose is to equalize the educational opportunity for rural children. School transportation brings educational facilities and the classroom within reach of rural pupils who otherwise would find it physically impossible to attend school. The purpose of school transportation must be thoroughly understood so that the administration can fit the philosophy.

The legislature has placed limits upon the financial reimbursement on the State and county levels in the administration of the transportation program. The legislature has also recognized that school transportation must be administered in a safe manner, for the protection of the pupils. Montana school administrators have cooperated very well in the safe operation of school transportation and the program has contributed to a great extent to the rating given Montana in Safety Education in the United States. For two years Montana has ranked first among the ten western states and fourth in the United States according to the National Safety Council ratings. There has not been a fatal school bus accident in the state during the past six years. According to national standards and the law of averages there should have been at least three such accidents during this period of time.

Approximately 33,000 public school pupils get transportation to school in some form or another each day during the school year. Some of them ride horseback with two or three children to each horse. Some are carried across swift raging mountain streams in cable cars running on a suspended cable across the stream. Some come by airplane, while others are transported to school in the family car or the ranch truck. In bad weather it is not uncommon for the children to ride to school on the field tractor.

During the past year 24,251 pupils were transported to school each day on 728 school buses. These buses traveled a total of 7,296,692 miles during the year, and a total of 79,768,243 pupil-miles. Cost of operating these buses was 2.8c per pupil-mile. A total of \$2,700,000.00 of public money was spent in 1953-54 for the transportation of school children. This expenditure has provided transportation in the following areas:

	Individual Transportation	Isolated Transportation	Bus Transportation	Total
Elementary School	3,674	1,597	18,938	24,209
High School	2,461	589	5,313	8,363
Total	6,135	2,186	24,251	32,572

The legislature has provided for three types of transportation reimbursement: individual transportation on a schedule provided by law in cases where bus transportation is not economical; isolated transportation in cases of extreme hardship to families with impassable roads in mountain areas or distances so great that children cannot be transported, and transportation on the school bus. The State reimbursement is one-third of the schedules provided by law.

Efficient Transportation

The activity of the State Department of Public Instruction in school transportation is concerned principally with elimination of waste in school transportation and in the safety of the operation of the transportation program. There are on record in the State Department of Public Instruction

Many pupils still ride horses to school, Garfield County



63 instances of duplication in transportation services that have been eliminated through efforts of the State Department of Public Instruction. Many other instances of duplication have been eliminated through the county transportation committees under the program of the State Department of Public Instruction. The county transportation committees have rendered a tremendous service for economy in school transportation during this period of rising costs. These committees are provided for by law and hear appeals on transportation controversies. This is a democratic procedure which is very close to the local level and renders decisions which are usually quite sound. Transportation will have better and more economical service as time goes on, when the principles of transportation become better established and the public becomes acquainted with the needs for economy.

The number of pupils transported has increased 17 per cent during the past six years and expenditures for transportation have increased 34 per cent. Besides the increases in the number of pupils transported, costs of school buses, salaries of bus drivers, and materials used in operation of school buses account for most of the increased expenditures. It is very noticeable in the increases for contract operation of school buses.

During the past biennium the school bus driver manual has been revised and the school bus standards and specifications now conform to national standards. The greatest change has been in the warning stop signalling system. The national standards provide for electric stop signalling systems in place of the stop arm on the side of the bus by the driver's seat. This new system gives the public much better warning in regard to the loading and unloading activities of the driver. A school bus driver training conference was held this past summer at the Montana State College for drivers who needed First Aid certification and training in school bus driving.



Jeep fords stream taking pupils to school, Garfield County.

Special attention has been given this past year to pupil citizenship on school buses. This problem is becoming quite acute and the attention of all school administrators has been called to the need for a definite program in improving this phase of school bus operation.



This 6-year old begins his three mile ride to school, Garfield County.

The school bus inspection program has shown a remarkable improvement as indicated by the following statistics:

1948	409 inspected.....	3,447 deficiencies.....	8.4	deficiencies per bus
1949	513 inspected.....	4,461 deficiencies.....	8.7	deficiencies per bus
1950	596 inspected.....	2,189 deficiencies.....	3.7	deficiencies per bus
1951	649 inspected.....	618 deficiencies.....	.952	deficiencies per bus
1952	716 inspected.....	414 deficiencies.....	.578	deficiencies per bus
1953	728 inspected.....	606 deficiencies.....	.832	deficiencies per bus

The apparent increase in the deficiencies per school bus does not actually exist, because the inspection program this year has been expanded to cover areas which were not included in previous inspection programs. The report showed that 148 deficiencies were due to lack of First Aid training certificates by the school bus drivers. The First Aid certificate was first required by state law two years ago. This is the first time that survey of the training program has been possible. The 148 drivers without First Aid Certificates are new drivers who have not had time to get this training at the time of school bus inspection in the fall. This item alone accounts for the increase in school bus deficiencies.



Orpha Dann, the flying school teacher of Garfield County, assembles some of her pupils for the ride to school.

Goals

1. A competent, healthy and efficient driver for every school bus.
2. Every school bus to be a safe bus in every way.
3. Every pupil to apply good citizenship on buses as well as in the classroom.
4. The elimination of all duplication in our school transportation services.
5. An active transportation committee in every county to cope with local difficulties and problems.

School Lunch

The School Lunch Program has shown a steady growth the past years not only in the number of children participating but in its general acceptance by both educators and the public. Originally the lunch program was directed mainly to the serving of food to needy children, without realizing that many benefits can be derived from the program other than that of serving the immediate needs of the child.

The program also offers a medium of introducing new foods to all children and it develops good food habits in the growing child, habits that will carry over to the next generation and the overall results are a more healthy, progressive generation of Americans. It is conceded that a hungry or under-nourished child is a poor learner and that a well balanced adequate noon-day meal is important to the mental as well as the physical growth of the child. The past five years has shown a steady growth of the program, both in the number of children and schools participating but also in the better types of meals served, and more adequate facilities offered. A nutritionist is available at all times to advise and consult with local authorities on school lunch programs.

The following statistical information indicates program growth since 1949:

	1949	1954	Diff.
No. Meals Served	3,055,375	4,701,216	1,645,841
Lunch Payments by Children	\$417,587.42	\$855,701.04	\$438,113.62
Food Cost	\$475,000.03	\$797,715.71	\$322,715.37
Average Charge to Child Per Meal....\$	.1401	\$.1820	

Special School Milk Program

Included with the Farm Bill, recently passed by the Federal Congress, was an appropriation for fifty million dollars a year, for the next two years, to be used to increase the consumption of fluid milk by children of high school, grade or under. The objectives of this appropriation were twofold. To increase consumption of milk thereby reducing milk and other dairy surpluses and to contribute immeasurably to the health and welfare of our school children. Montana's allocation from this appropriation is approximately \$163,000.00 a year.

This new special school milk program is separate and apart from the school lunch program; it does not require elaborate facilities and can be conducted in any school in the state. This program is being very well received by school officials, the community, the children and the industry.

At present this program is in the infant stage but it is very rapidly growing and within a few months should be serving over 30,000 Montana school children a day.

Goals

1. A recognition of that fact that nutrition is of prime importance in a child's growth.
2. The establishment of school lunch programs in all schools where the need for them has been recognized.
3. Recognition that a school lunch program is more than serving food, and includes many other learnings in citizenship, health and correct daily living.



First Graders Enjoy School
Lunch, Florence



Lunch time at Flathead County High School. This program is the largest in the state, feeding 942 youngsters.

Statistical and Financial Data

The 1950 and 1952 biennial reports went into detail on the various phases of school finance in Montana. This report for 1954 will concern itself mostly with school finance since 1952.

On June 31, 1954, Montana ended five years of school finance under the minimum foundation program law, sometimes called the equalization law. According to this program, the State equalizes foundation programs after minimum tax levies by the district and county. Support for the foundation program for 1953-54 was as follows:

	ELEMENTARY	HIGH SCHOOL
Foundation Programs	\$16,828,835	\$ 7,439,442
Revenue raised locally, 5-mills, rentals, etc.....	2,641,293	18,467
County Revenue from 10-mill levy	4,945,211	5,226,198
Interest and Income Fund (School Lands)	3,960,386	.....
State Equalization	4,010,847	2,075,083
Local Revenue for Foundation Program Deficiency. (State cannot reimburse more than 50% F. P.).....	1,271,098	119,694
Above Foundation Program without vote (District).....	4,283,274	1,717,192
Above Foundation Program with vote (District).....	1,607,663	794,238
Cash used for two above items	(4,107,190)	(751,831)
Total General Fund Budgets	\$22,719,772	\$ 9,950,872
Reserve	6,135,492	2,086,551
TOTAL ANB	77,802	27,228

For the first few years, Montana did not have sufficient funds in the State Equalization Fund in order to equalize all foundation programs up to 100 per cent. However, during the past two years it has been possible for the State to do this and even have a balance in the State Equalization Fund at the end of the year. For the year 1954-55, the figuring will be quite close.

Responsibility of State

The philosophy existent among people of Montana varies in regards to the methods to be used in raising funds for the operation and maintenance of schools. Montana's Constitution, Article XI, Sec. 1, states that "It shall be the duty of the legislative assembly of Montana to establish and maintain a general, uniform and thorough system of public free common schools." To some people this means that a great share of the cost of our schools should be contributed directly by the state. Others feel that in order to operate efficient and economical schools most of the money should be raised on the local level. Some people feel that a school district should never have to vote a levy unless it is for some particular capital outlay or special project. Others are of the opinion that it is good for the health and morale of the school and community to have to vote levies from time to time, regardless of the purpose for which the money is needed.

It is our opinion that we should strike a median as to the amount which should be contributed directly by the state. At the present time this percentage is around 24. Since we desire the control of schools to be kept in local hands, we do not think that this percentage should go over 40 per

cent. It is also our opinion that school trustees are elected by the people to operate and run local schools. They should therefore be given the opportunity to do this without the necessity each year of asking the people for more funds in order to do their job efficiently and well. In other words, the foundation program plus the permissive levy should enable most boards to do the job without a special vote by the people.

Sources of School Revenue, 1953-54
(Excluding Balances)

FEDERAL — 3.5%

STATE — 23.3%

LOCAL — 73.2%

Foundation Programs

The minimum foundation program provided by the 1949 Legislative Assembly stipulated that the State will equalize all foundation programs on the basis of ANB. Average number belonging is found by dividing the aggregate attendance plus the aggregate absence by 180 days. This means that the Legislative Assembly has indicated that each school shall be in attendance for 180 days during the year. The State has therefore accepted the responsibility of providing for a minimum educational program which is to run for 180 days.

The foundation programs and the amount of State Equalization on the same for its years of operation are as follows:

School Year	Foundation Program	From State for Foundation Program	
		Equalization	Interest & Income
1949-50	\$20,540,962	\$ 5,382,031	\$ 1,470,361
1950-51	21,232,759	5,545,369	1,956,720
1951-52	21,394,304	5,402,906	2,766,456
1952-53	21,623,797	3,548,452	4,952,376
			(\$8,291,403.18)*
1953-54	24,268,277	6,085,930	3,960,386
			(\$4,379,124.34)*
1954-55 (Est.)	25,417,979	7,151,000	\$3,600,000.00**
			(\$4,237,518.18)*

* Amount actually distributed. The difference between this figure and the estimated amount in the first figure is used by local districts to reduce levies the following year and to increase reserves.

** This figure may be changed on later estimate of I & I funds.

School Costs

School costs like all other costs go up from year to year. This is due in large part to increases in salaries, capital outlay and debt service, and to increases in enrollments. Salaries of Montana teachers and other employees during the depression and war years did not keep pace with salaries in other lines of work. It was not until after the war that teachers' salaries began to increase. It has taken many years, and will continue to take many more years, to bring salaries in line with those received by other professional people.

Montana's birth rate jumped from 10,601 in 1945 to 12,858 in 1946 and over 15,000 in 1947. It remained over 15,000 until 1953 when it was 16,596. This greatly increased need for school building space, coupled with the fact that school construction had practically ceased during the depression and war years, has caused the demand for a tremendous building program since 1946. In that year \$404,474 was spent for capital outlay, and \$917,762 for debt service. This compares with \$6,648,210 spent for capital outlay in 1953-54 and \$5,188,330 for liquidation of debt. At the same time in 1946 there were \$4,472,965 outstanding in school bonds as compared with \$35,269,485 in 1953-54. Due to the fact that the additional pupils, caused by the increased birth rate since 1946,

have just entered the lower grades of the elementary schools, the prospect for an ever-increasing building program is apparent for many years to come.

Another factor in increasing school costs is shown by the enrollment figures which have jumped from 66,303 in the elementary schools in 1945 to 89,614 in 1953-54, and from 24,605 in the high schools to 29,028.

With school curriculums being organized for more than just college entrance, we have found that expanded curriculums have added to the costs of operating schools. These expanded curriculums have been mostly in the field of vocational agriculture, home-making, guidance, greater emphasis on physical education, music and distributive education. We have also seen a great increase in the number of lunch programs in our various schools.

Tax collections in the past two years have been exceptionally good in most counties and reserves of cash to keep warrants current until tax money comes in, are up to a higher level than ever before. These reserves are important in that they indicate funds over and above the receipts for the approved budget. These may be used only to cash warrants until anticipated revenue comes in, or to cash warrants when anticipated revenue is short.

Foundation Program, Permissive and Voted Levies.

The number of school districts taking the full permissive levy above the foundation program, without a vote, and the number of school districts voting additional levies are quite a good indication of the validity of the foundation program schedules. The following charts indicate the number of schools in each category, the number taking the full permissive levies and the number voting additional levies. It can be ascertained from these charts just where needed adjustments should be made in the schedules.

TABLE 1
GENERAL FUND BUDGET ACCORDING TO NUMBER OF FOUNDATION PROGRAMS,
PERMISSIVE LEVIES AND VOTED LEVIES, 1953-54

Elementary

ANB	Number Schools	Full 30%	Number Voting	Not Full %
1-8	387	269	127	118
9-17	298	212	100	86
18-30	125	94	53	31
31-100	158	112	64	46
101-300	75	53	24	22
Over 300	47	30	15	17
Totals	1,090	770	383	320

TABLE 2
GENERAL FUND IN DOLLARS, 1953-54

Elementary

ANB	Foundation Program	Permissive Levy	Voted Levy	Cap. Outlay in Gen. Fund
1-8	\$ 1,147,004	\$ 260,445	\$ 107,602	\$ 56,158
9-17	996,424	244,217	129,558	94,319
18-30	750,512	201,929	115,933	80,939
31-100	2,252,518	534,019	308,491	238,655
101-300	2,859,895	763,460	213,116	252,401
Over 300	8,822,482	2,279,204	732,963	511,039
Totals	\$16,828,835	\$ 4,283,274	\$ 1,607,663	\$ 1,233,511

TABLE 3

**GENERAL FUND BUDGET ACCORDING TO NUMBER OF FOUNDATION PROGRAMS,
PERMISSIVE LEVIES AND VOTED LEVIES, 1953-54**

High School

ANB	Number Schools	Full 30 %	Number Voting	Not Full %
1-60	76	69	45	7
61-100	31	29	9	2
101-200	34	28	10	6
201-300	14	13	4	1
301-650	10	9	3	1
Over 650	7	6	2	1
Totals	172	154	73	18
(1-40)	48	48	39	0
(41-60)	28	21	6	7

TABLE 4

GENERAL FUND IN DOLLARS, 1953-54

High School

ANB	Foundation Program	Permissive Levy	Voted Levy	Cap. Outlay in Gen. Fund
1-60	\$ 1,102,235	\$ 292,375	\$ 305,981	\$ 71,557
61-100	915,606	248,999	63,740	54,774
101-200	1,418,284	316,956	108,783	83,809
201-300	975,377	216,654	43,729	27,143
301-650	965,575	201,722	92,362	50,283
Over 650	2,062,365	438,486	179,643	88,909
Totals	\$ 7,439,442	\$ 1,717,192	\$ 794,238	\$ 376,475
(1-40)	\$ 517,000	\$ 143,627	\$ 253,362	
(41-60)	585,235	148,748	52,619	

TABLE 5

AMOUNTS BUDGETED PER ANB BY CATEGORIES, 1953-54

ELEMENTARY

Category	ANB	Per ANB F. Program Permissive & Voted
1-8	2,296	\$659.52
9-17	3,230	424.21
18-30	2,663	401.19
31-100	8,722	354.85
101-300	13,202	290.60
Over 300	47,689	248.16

HIGH SCHOOL

Category	ANB	Per ANB F. Program Permissive & Voted
1-60	2,756	\$617.11
61-100	2,649	463.70
101-200	4,911	375.89
201-300	3,815	323.92
301-650	4,032	312.44
Over 650	9,065	295.68

Permanent School Fund

When Montana became a territory and a state it was given sections 16 and 36 of each township as an outright grant from the Federal Government for use in perpetuity by the public schools. This grant amounted to 5,188,000 acres. This grant was increased in acreage by Legislative Act in 1953, when 340,949.41 acres of State Farm Mortgage Lands were transferred to the State School Permanent Fund. This transfer was made in order to cancel interest due the school funds through the old Farm Loans made from Public School Permanent Funds some 30 years ago.

Additional land acreage may be added to the Public School Permanent Fund by an exchange of some 9,353 acres of State land in Glacier Park for 187,149 acres of Federal land in other parts of Montana. The Public School Permanent Fund owns 39.2 per cent of this Glacier Park land or 3,666 acres. Therefore, their share of the Federal lands will be around 73,362 acres. Negotiations are still in process for this exchange. Provisions of the grant, contained in the Enabling Act and the Montana Constitution, provided for the setting up of two funds, (1) the Interest and Income Fund and (2) the Permanent Fund. At any time that any of the land itself or any of the values contained in the land such as oil, coal, gold, etc., was sold, the proceeds from such sale were to go into the **Permanent Fund**. At any time that such lands were leased for agricultural or grazing purposes, oil leases, etc., the proceeds were to be placed in the **Interest and Income fund**.

Cash in the Permanent Fund on June 30, 1954 amounted to \$27,177,884.43. This money, together with the permanent funds of the State University, the State College and some 26 other units and institutions, is invested constantly through what the Legislative Assembly has set up and called the Montana Trust and Legacy Fund. Investing all these funds as a unit, rather than individually, means that amounts in separate funds need not lie idle for any great length of time. The money in the Permanent Fund was to be invested in certain securities listed by the Legislative Assembly. Ninety-five per cent of such interest received from this investment was to be placed in the Interest and Income Fund, with five per cent remaining in the permanent fund. The Interest and Income Funds from school lands continue much higher than in previous years. The big year for this fund was in 1952 when hundreds of thousands of acres of school land was leased for oil exploration purposes. First year rentals totaled \$5,500,903.10. Since the type of oil lease to be issued has been tied up in the courts since early 1953, no new leases were issued in 1953 or to date in 1954.

A breakdown of the receipts from school lands for 1952 and 1953 follows:*

	1952	1953
Agriculture and Grazing Rentals	\$ 1,580,982.35	\$ 2,501,502.53
Grazing Fees, State Forester	10,190.05	7,369.04
Interest — Land Sales	137,322.67	173,274.62
Interest — Farm Mortgages		738,543.48
Interest on Bonds	14,947.62	5,881.18
Interest on Short-term Certificates		92,907.79
Montana Trust & Legacy Fund earned interest	553,469.07	620,114.70
Soil Conservation	186.50	
Oil and Gas Leases	6,430,694.56	470,011.23
Total Earnings	\$ 8,727,792.82	\$ 4,609,604.57
Less 5 per cent to Permanent Fund	436,389.64	230,480.23
TOTAL TO DISTRIBUTE	\$ 8,291,403.18	\$ 4,379,124.34

* Department of State Lands and Investments.

The above fund is distributed to all school districts operating schools, or paying transportation in lieu of operating schools, on the census basis,—the number of boys and girls in the district between the ages of 6 and 21 years of age. The State Superintendent of Public Instruction allocates this money between the first and tenth day of February. On the basis of a census of 156,309 children, each district received \$28.01 per census child in February, 1954. Since schools estimated \$27.00 in their budgets, the balance of \$1.01 for each child will be a cash balance on June 30, 1954, and must then be used to reduce local levies for the following school year.

Without anticipating new oil leases, and taking into consideration the normal revenue from other sources, \$3,750,000 has been estimated for the calendar year 1954. On the basis of 162,000 census children, school districts will estimate \$23.00 per census child for 1954-55 budgets.

Past years have witnessed efficient handling of school lands and income from the same. Administration of these lands is in the hands of the State Land Board, consisting of the Governor, State Superintendent of Public Instruction, Secretary of State, and Attorney General.

Greatest needs are for more field staff to supervise and check leased lands as to proper use and as to proper receipts from the land. Money spent on more field staff would return to the State many times over.

It is interesting to note that the State Land Department has an operating budget of \$107,990.00, which is not adequate for maximum supervision of State lands, with permanent assets as of July 1, 1954, of \$87,870,627.61. Timber values add \$60,000,000 more.

There was a great increase in money from the Interest and Income Fund in the calendar year 1952. This was due to very active leasing of State school lands for oil exploration purposes. People or organizations wishing to explore state lands for oil must bid on the same at public auction in the State Capitol Building. The minimum lease for this land by law is 75c per acre. However, bidding on individual leases has run as high as \$650.00 per acre for the first year of the lease. After this initial increased first payment, the annual leasing rate is 75c per acre. Should a company not drill on this leased land by the end of the second year under the terms of the lease it must then pay a penalty. The board set \$2.00 per acre for such non-drilling penalty. Up to the time the Legislative Assembly met in 1953, oil leases ran for 20 years. At the end of that time the lessee had to put up the lease for bids, but had the right to meet any bid on the same. It was thought by many people that this was unfair and consequently the Legislative Assembly enacted legislation to provide for oil leases for a primary term of 10 years, and as long thereafter as oil and gas is produced in paying quantities.

The majority of the land board contends that the 1953 Act does not make it possible for the State to determine or secure full market value for the oil as is required by the Constitution, and further, that the enabling act specified a definite term of years.

The legislation passed by the 1953 legislature caused a controversy as to whether or not the news leasing legislation was unconstitutional. (The Montana Supreme Court held in Dec. 1954 that the 1953 law was unconstitutional.)

Oil Production in Montana *

A breakdown on the number of wells and production by barrels on state lands in Montana is found in the following table:

Fields	1951	Barrels	
		1952	1953
Kevin-Sunburst	125,808.10	133,733.71	118,986.69
Cut Bank	95,445.64	95,610.22	111,455.08
Pondera	40,582.20	37,949.43	46,096.91
Cat Creek	33,910.65	30,334.33	24,855.08
Sumatra	3,859.84	2,912.11	55,839.68
Bowes		107,305.91	323,842.52
Glendive		5,917.97	120,989.65
TOTALS	299,606.43	413,763.68	802,065.61

State's Royalty, 12½ per cent

Fields — June, 1954	New Wells in	No. Wells	No. Leases
	Last 2 Years		
Kevin-Sunburst	2	125	19
Cut Bank	9	40	9
Pondera	0	42	4
Cat Creek	0	5	2
Sumatra	4	8	3
Bowes	16	16	1
Glendive	4	4	1
	<hr/> 35	<hr/> 240	<hr/> 39

* Department of State Lands and Investments:

	Acres
Oil and gas leases in force, Feb. 1953	866,116
Oil and gas leases in force, June 30, 1954	548,633
	317,483 — Cancelled since Feb. 1953.

Goals

1. From the above data on the foundation program schedules for the past years, and from data for 1954-55, it is our recommendation the schedules be increased. The amount of increase will vary for each category of schools and are now being prepared for presentation to the Legislative Assembly in January.

The State should therefore contribute sufficient money from the State General Fund which, together with earmarked revenue and Interest and Income money, should be sufficient to equalize all foundation programs up to 100 per cent.

2. **Reclassification of land and reappraisement of improvements.** For many sessions certain groups and individuals in the state have attempted to pass legislation which would provide for uniform classification and assessment of property in all counties. At the present time the same kind of farm land will be appraised and assessed at different values in different counties, and the same is true of other types of property. Since taxes are paid on the basis of the assessed value of property, we can well see that five mills in one county will be a good deal more or less than five mills on the same type of property in another county.

The minimum foundation program for our schools, as far as state aid is concerned, is predicated on each district first levying a five-mill property tax and each county levying a ten-mill property tax for elementary and a ten-mill property tax for high schools. If these amounts are not sufficient to bring in the total foundation program, then the state makes up the balance needed. The University millage tax amounts to six mills on all property in the state, and there is a statewide interest and sinking levy of 1½ mills for the interest and sinking fund.

One can readily see that those counties which assess property at a low rate will be paying less into the foundation program, and therefore will receive greater amounts from the state. Also, it is equally true that counties assessing low will pay less into the university millage and the State interest and sinking fund.

3. **Repeal of the 10- and 15-mill limitations on the permissive levies.** At the present time, excepting where Federal funds are involved, certain elementary school districts are limited to fifteen (15) mills and high schools to ten (10) mills on the amount of permissive levy which may be taken without a vote of the people. This is an exception to the general law which provides that elementary schools may take an additional 27.9 per cent of their foundation programs without a vote and the high schools 23.5 per cent of their foundation programs without a vote. This handicaps the districts with low valuations—the districts needing help the most.
4. **Bonding Limitations.** At the present time the total maximum bonded indebtedness of any district cannot exceed five per cent of its assessed valuation. This means that if a common school district has bonded to four per cent of its assessed valuation, or that the high school district of which it is a part has bonded to four per cent for high school purposes, then only one per cent is left for the elementary or high school, whichever is the case. It is proposed that the Constitution be amended to provide for five per cent bonding on the common school district and 3, 4 or 5 per cent on the high school district as originally intended in the high school district law.
5. **Auditing of school district finances.** At the present time, the way our laws are written, it is not mandatory for the finances of the first and second class school districts to be audited. We believe that this should be mandatory.
6. **School Lands.** Montana law should be amended to provide for sufficient help in the State Land Department in order that more effective supervision can be exercised over leases, and that an evaluation may be made of all possible mineral and other potentials on State lands. It is also recommended that grazing fees be increased to be more in line with private leases.
7. **Simplification of school laws.** We think one of our goals should be to revamp the entire school law code. Montana school law has been built up from session to session, mostly through amendments. As a result, we have statutes dealing with the same items scattered throughout the codes. We have many sections of our school law which are obsolete and should be repealed, and many sections which are ambiguous and vague should be clarified. It should be our goal to have a recodification of school law for simplification. It may be well at the same time to look into the matter of simplification of the budgets. At

the present time we have a general fund budget, an interest and sinking fund budget, a tuition budget, a transportation budget, a bus depreciation budget, a federal funds budget, and a school lunch budget. We have these for both elementary and high schools. It is only common sense that this is a complex setup and that a unified budget for both elementary and high schools would be simpler for all concerned.

8. **Budget making.** It is our opinion that many school districts do not pay enough attention to budget making. Many districts ascertain the amount of money they can budget for without a vote of the people. They then distribute this money among the various items of the budget without too much attention to needs. Every school board should have the needs of the school district itemized to the last dollar. The budget should then be built around these needs. It is our opinion that the district superintendent of schools, as executive officer of the board, should furnish this data to the board.

SOURCES OF PUBLIC SCHOOL REVENUE

Local	1952-53	1953-54
District Levies	\$10,629,843	\$ 9,595,686
County Levies	11,372,130	11,746,304
High School District	1,773,385	2,898,579
Other Local Revenue -- Sale of bonds, insurance, etc.	10,714,258	11,010,951
Total Local Funds	\$34,489,616	\$35,251,520
State		
Equalization	\$ 3,550,679	\$ 6,085,930
Interest and Income (School Lands)	8,291,403	4,379,124
Transportation and Vocational	730,341	735,604
Vocational Education	28,791	25,000
Total State Funds	\$12,601,214	\$11,225,658
Federal		
Forest Reserve	\$ 166,772	\$ 184,753
Taylor Grazing	None	39,607
Indian Education	365,128	287,443
School Lunch	195,944	198,660
Vocational	105,944	118,924
United States Oil and Gas Royalties	(455,284)**	(502,308)**
Public Laws 874 and 815	896,458	848,611
Total Federal Funds	\$ 1,730,246	\$ 1,677,998
Balance on hand July 1, 1952 and 1953	\$13,832,109	\$20,364,547
TOTAL AMOUNT AVAILABLE TO SCHOOL DISTRICTS	\$62,653,185*	\$68,519,723*
TOTAL AMOUNT EXPENDED	41,364,846	47,413,545
Balance on Hand June 30, 1953 and 1954	\$20,748,767	\$20,544,758

* Includes tuition paid to other districts: 1952-53—\$539,572.00 and 1953-54—\$561,420.00.

** This is Federal money and is placed in the State Public School Equalization Fund.

**RECEIPTS AND EXPENDITURES — STATE PUBLIC SCHOOL EQUALIZATION
FUND AND INTEREST AND INCOME FUND**

RECEIPTS

Equalization Fund	1952-53	1953-54
Appropriation from General Fund	\$ 4,665,000.00	\$ 2,900,000.00
25% Individual Income Tax	1,225,635.99	1,267,484.34
25% Corporation License Tax	401,408.56	413,284.78
U. S. Oil and Gas Royalties	455,283.94	502,307.71
Balance July 1, 1952, 1953	936,495.48	2,870,699.78
Total Amount Available	\$ 7,683,823.97	\$ 7,953,776.61
Reverted to State General Fund	406,725.96	
Available to State P. S. Equalization Fund	\$ 7,277,098.01	\$ 7,953,776.61
Total Available from Int. and Income Fund	8,291,403.18	4,379,124.34
Transfer-in from old Fund		2.45
Total Available Both Funds	\$15,568,501.19	\$12,332,903.40

EXPENDITURES

Equalization on Foundation Programs	\$ 3,550,678.86	\$ 6,085,930.00
Transportation on Schedule	730,340.93	735,603.83
Transportation Administration	7,524.32	9,961.56
Vocational Education Equalization	28,791.18	25,000.00
Vocational Administration		9,999.23
Other Government Services	89,062.94*	135,619.96
Expended from Equalization Fund	\$ 4,406,398.23	\$ 7,002,114.58
Interest and Income Fund	8,291,403.18	4,379,124.34
Balance on Hand July 1, 1953, 1954	2,870,699.78	953,252.97
Total Expenditures Both Funds	\$15,568,501.19	\$12,334,491.89
Cancelled Warrant		1,588.49
Vocational Education from General Fund	\$69,477.07	\$12,332,903.40

* This payment is to various divisions of Montana government in payment for services in matters concerning school finance and special services, and included:

	1952-53	1953-54
Board of Education	\$ 6,866.62	\$ 6,000.00
Income Tax Division .....	) 34,103.37	58,399.89
Corporation Division)	
School Lunch	16,430.13	13,198.48
Correspondence	36,669.92	36,123.70
Visual Education Library	22,190.58	21,897.89
Visual Texts	1,593.50	
Total	\$ 117,854.12	\$ 135,619.96

SUMMARY OF REVENUE BY SOURCES. 1952-53

COUNTY	LOCAL	STATE	FEDERAL	BAL. ON HAND JULY 1. 1952	TOTAL REVENUE AVAILABLE
Beaverhead	\$ 295,768.28	\$ 119,113.45	\$ 16,599.59	\$ 187,148.43	\$ 618,629.75
Big Horn	505,222.55	256,554.66	55,575.42	237,471.90	1,054,824.53
Blaine	399,896.76	250,655.58	59,628.31	222,556.13	932,736.78
Broadwater	150,967.05	57,158.36	889.05	58,859.31	267,873.77
Carbon	922,037.78	230,670.10	16,075.43	193,652.55	1,362,435.86
Carter	190,509.76	95,459.45	1,080.24	101,107.71	388,157.16
Cascade	2,255,012.02	819,920.43	450,837.03	1,613,060.19	5,138,829.67
Chouteau	679,314.61	149,936.26	5,294.53	244,743.62	1,079,289.02
Custer	406,043.49	231,251.63	3,465.40	236,344.63	877,105.15
Daniels	252,938.73	122,913.62	2,647.08	134,874.28	513,373.71
Dawson	984,433.82	255,736.52	816.50	211,002.18	1,451,989.02
Deer Lodge	453,211.31	238,061.60	3,917.22	158,257.57	853,447.70
Fallon	191,555.15	99,854.08	1,053.18	120,036.26	412,498.67
Fergus	802,241.57	270,095.87	4,102.83	554,200.61	1,630,640.88
Flathead	1,106,997.81	802,373.27	410,593.28	594,583.30	2,914,547.66
Gallatin	1,052,040.38	397,872.69	12,847.48	490,068.55	1,952,829.10
Garfield	114,262.66	71,843.82	564.63	71,175.88	257,846.99
Glacier	470,659.84	204,913.81	103,281.34	444,900.85	1,223,755.84
Golden Valley	106,385.39	23,253.27	1,192.97	33,224.50	164,056.13
Granite	158,541.37	52,706.33	6,141.15	66,321.30	283,710.15
Hill	1,660,030.16	247,360.16	8,052.57	309,663.84	2,225,106.73
Jefferson	402,207.02	92,683.78	3,949.94	133,556.27	632,397.01
Judith Basin	412,741.73	59,991.59	5,403.26	60,059.99	538,196.57
Lake	625,838.64	408,974.35	78,892.51	243,903.59	1,357,609.09
Lewis and Clark ..	1,903,292.33	351,524.07	25,997.94	511,963.71	2,792,778.05
Liberty	185,323.53	46,563.45	5,577.20	85,607.80	323,071.98
Lincoln	410,028.95	282,324.68	45,143.43	182,837.57	920,334.63
Madison	429,804.82	159,421.73	9,286.19	130,908.48	729,421.22
McCone	325,229.80	87,194.21	-----	142,653.95	555,077.96
Meagher	114,245.56	31,614.56	3,319.90	39,381.84	188,561.86
Mineral	303,923.45	79,282.53	10,731.70	67,928.61	461,866.29
Missoula	2,769,443.48	684,200.97	21,070.53	546,213.67	4,020,928.65
Musselshell	244,279.66	98,564.37	2,524.93	132,711.89	478,080.85
Park	984,630.75	257,326.01	9,464.16	242,642.75	1,494,063.67
Petroleum	69,713.58	14,895.26	-----	31,265.70	115,874.54
Phillips	339,690.41	171,646.11	16,856.93	195,873.12	724,066.57
Pondera	471,475.14	155,242.04	25,418.82	200,965.42	853,101.42
Powder River	140,442.03	65,476.99	5,483.80	11,454.01	222,856.83
Powell	300,265.26	118,340.99	7,363.03	130,688.25	556,657.53
Prairie	302,782.53	41,725.25	-----	74,664.55	419,172.33
Ravalli	462,461.31	370,677.94	28,439.72	245,393.14	1,106,972.11
Richland	460,928.02	329,127.91	4,288.22	209,668.99	1,004,013.14
Roosevelt	755,591.20	348,850.26	73,833.13	303,927.57	1,482,202.16
Rosebud	349,449.00	112,486.40	23,623.02	165,993.18	651,551.60
Sanders	434,440.36	235,106.02	30,134.99	159,082.06	858,763.43
Sheridan	375,887.62	215,086.68	10,644.69	224,262.73	825,881.72
Silver Bow	1,244,179.63	630,489.82	4,039.77	305,250.50	2,183,959.72
Stillwater	593,740.75	173,633.88	7,240.82	149,263.82	923,879.27
Sweet Grass	345,454.40	84,492.96	5,167.40	89,248.72	524,363.48
Teton	591,464.52	181,290.88	9,837.39	254,004.56	1,036,597.35
Toole	550,866.43	150,400.34	2,699.71	365,108.66	1,069,075.14
Treasure	105,990.93	35,198.77	708.46	67,894.48	209,792.64
Valley	948,088.43	311,022.09	64,164.78	300,400.88	1,623,676.18
Wheatland	191,828.40	50,932.36	2,027.54	36,536.06	281,324.36
Wibaux	78,141.82	58,583.76	-----	69,117.80	205,843.38
Yellowstone	3,107,673.98	1,109,136.18	22,256.78	1,438,421.35	5,677,488.29
Totals	\$34,489,615.96	\$12,601,214.15	\$ 1,730,245.92	\$13,832,109.26	\$62,653,185.29

SUMMARY OF REVENUE BY SOURCES, 1953-54

COUNTY	LOCAL	STATE	FEDERAL	BAL. ON HAND JULY 1, 1953	TOTAL REVENUES AVAILABLE
Beaverhead	328,586.27	105,199.27	21,006.91	186,228.63	641,021.08
Big Horn	403,453.76	209,426.23	58,366.86	278,905.91	950,152.76
Blaine	359,909.57	220,053.22	110,384.71	284,387.89	974,735.39
Broadwater	162,399.54	45,969.11	2,251.22	82,865.44	293,485.31
Carbon	816,717.72	204,713.70	15,833.07	308,815.18	1,346,079.67
Carter	162,534.89	84,525.45	1,016.80	135,803.16	383,880.30
Cascade	2,397,712.83	729,650.53	407,682.18	1,786,481.51	5,321,527.05
Chouteau	584,266.45	150,705.70	8,448.37	422,707.43	1,166,127.95
Custer	396,409.25	202,480.01	3,820.21	288,331.01	891,040.48
Daniels	246,163.99	117,000.15	2,520.72	143,733.18	509,418.04
Dawson	397,077.02	238,650.64	1,641.87	431,989.00	1,069,358.53
Deer Lodge	829,468.42	175,840.49	4,268.73	316,247.46	1,325,825.10
Fallon	377,244.54	102,584.01	258.00	129,460.70	609,547.25
Fergus	993,292.88	261,694.03	7,428.43	445,673.61	1,708,088.95
Flathead	1,091,924.68	687,155.80	85,621.09	746,579.35	2,611,280.92
Gallatin	1,065,167.53	352,567.01	13,926.66	499,036.94	1,930,698.14
Garfield	117,826.34	67,049.24	511.25	73,131.96	258,518.79
Glacier	455,840.49	152,227.56	202,225.36	424,264.00	1,234,557.41
Golden Valley	97,334.54	32,172.24	1,141.32	39,466.99	170,115.09
Granite	144,095.96	60,566.26	6,980.13	79,226.88	290,869.23
Hill	664,956.98	199,277.20	5,583.09	1,295,387.09	2,165,204.36
Jefferson	524,438.58	79,707.58	3,763.36	159,714.13	767,623.65
Judith Basin	334,080.22	35,716.01	5,294.13	119,458.97	494,549.33
Lake	595,861.92	351,068.47	194,245.47	242,752.35	1,383,928.21
Lewis & Clark	2,171,576.62	303,563.69	22,471.07	1,492,736.82	3,990,348.20
Liberty	263,574.87	77,179.86	21,764.13	91,948.76	454,467.62
Lincoln	698,804.83	265,312.18	59,870.24	248,550.71	1,272,537.96
Madison	305,364.68	160,492.58	15,668.22	143,066.65	624,592.13
McCone	420,844.21	70,622.04	-----	204,868.14	696,334.39
Meagher	115,387.28	19,747.68	2,775.38	54,827.95	192,738.29
Mineral	203,213.64	94,879.47	11,416.38	149,465.82	458,975.31
Missoula	1,294,293.06	591,498.02	21,348.46	1,807,833.90	3,714,973.44
Musselshell	242,669.28	95,965.41	3,421.87	126,286.93	468,343.49
Park	461,573.82	238,582.35	10,525.90	687,947.31	1,398,629.38
Petroleum	60,883.52	20,325.46	-----	36,580.80	117,789.78
Phillips	321,283.89	148,923.58	11,078.47	216,303.72	697,589.66
Pondera	749,661.17	138,184.80	16,884.69	224,928.53	1,129,659.19
Powder River	175,560.13	65,541.03	4,852.15	37,030.90	282,984.21
Powell	310,512.75	95,557.94	8,616.47	144,927.64	559,614.80
Prairie	136,372.15	35,356.26	-----	77,695.13	249,423.54
Ravalli	544,803.86	309,869.41	29,628.50	260,189.52	1,144,491.29
Richland	480,700.77	293,634.10	7,087.91	274,605.07	1,056,027.85
Roosevelt	841,458.86	313,753.08	75,262.54	501,115.49	1,731,589.97
Rosebud	393,389.76	101,081.01	25,096.68	222,816.82	742,384.27
Sanders	370,138.27	214,520.11	33,798.62	224,796.59	843,253.59
Sheridan	909,383.04	210,359.08	8,328.40	249,732.86	1,377,803.38
Silver Bow	4,388,187.52	556,255.97	4,338.14	498,175.15	5,446,956.78
Stillwater	421,590.94	163,733.73	6,501.94	290,945.94	882,772.55
Sweet Grass	207,174.89	78,767.23	4,303.26	112,081.15	402,326.53
Teton	908,715.75	175,219.05	9,859.66	266,194.76	1,359,989.22
Toole	495,332.67	129,306.69	5,440.63	370,281.22	1,000,361.21
Treasure	93,278.91	38,357.46	994.90	57,157.22	189,788.49
Valley	983,246.87	284,500.18	65,493.10	348,086.84	1,681,326.99
Wheatland	183,773.96	48,653.96	2,070.60	50,935.90	285,434.42
Wibaux	88,737.43	53,084.57	756.77	70,591.71	213,170.48
Yellowstone	2,463,266.69	966,830.28	24,122.98	1,901,191.96	5,355,411.91
Totals	\$35,251,520.46	\$11,225,658.17	\$1,677,998.00	\$20,364,546.68	\$68,519,723.31

DISTRIBUTION OF STATE FUNDS TO SCHOOLS, 1952-53

	EQUALIZATION		VOC.			
	ELEMENTARY	HIGH SCHOOL	EDUCATION	I & I	TRANSPORTATION	TOTAL
Beaverhead	\$ 23,831.78	6,124.78	578.30	80,443.29	8,135.30	119,113.45
Big Horn	8,406.00	36,639.00	76.60	189,671.57	21,761.49	256,554.66
Blaine	48,372.43	34,438.67	503.42	147,460.93	19,880.13	250,655.58
Broadwater		9,664.00		40,553.14	6,941.22	57,158.36
Carbon	41,950.00	34,951.00	806.25	133,814.31	19,148.54	230,670.10
Carter	45,060.00	1,448.00		41,989.63	6,961.82	95,459.45
Cascade	131,251.73	4,031.88	1,653.79	655,369.49	27,613.54	819,920.43
Chouteau	41,935.26		931.25	89,393.70	17,676.05	149,936.26
Custer	22,450.00	23,379.00	477.50	177,792.92	7,152.21	231,251.63
Daniels	30,475.00	19,784.00	638.25	61,161.21	10,855.16	122,913.62
Dawson	70,774.00	36,065.00		138,952.52	9,945.00	255,736.52
Deer Lodge		43,331.00		184,422.86	10,307.74	238,061.60
Fallon	31,230.00	8,533.00		55,746.76	4,344.32	99,854.08
Fergus	63,916.91	9,945.88	593.75	178,732.16	16,907.17	270,095.87
Flathead	173,001.38	175,413.49	2,192.50	431,830.08	19,935.82	802,373.27
Gallatin	78,918.00	27,427.29	1,109.18	270,280.51	20,137.71	397,872.69
Garfield	39,201.00		49.10	29,226.99	3,366.73	71,843.82
Glacier			36.00	188,511.32	16,366.49	204,913.81
Golden Valley	1,912.89			18,177.09	3,163.29	23,253.27
Granite	5,585.00	5,254.00		36,630.43	5,236.90	52,706.33
Hill	17,716.06	5,577.41		209,616.63	14,450.06	247,360.16
Jefferson	18,804.73	12,429.90	715.87	47,459.33	13,273.95	92,683.78
Judith Basin			448.44	46,796.34	12,746.81	59,991.59
Lake	59,498.00	99,118.00	2,704.20	217,793.49	29,860.66	408,974.35
Lewis and Clark	21,349.72		153.20	310,612.64	19,408.51	351,524.07
Liberty	9,777.34			32,320.95	4,465.16	46,563.45
Lincoln	59,293.00	54,643.00		146,742.70	21,645.98	282,324.68
Madison	24,326.79	45,862.00	2,127.23	73,592.34	13,513.37	159,421.73
McCone	31,406.00			48,951.07	6,837.14	87,194.21
Meagher				25,691.02	5,923.54	31,614.56
Mineral	25,360.00	12,362.00		34,972.94	6,587.59	79,282.53
Missoula	117,293.81	84,633.08	732.58	468,681.46	12,860.04	684,200.97
Musselshell	31,735.73		500.25	60,884.96	5,443.43	98,564.37
Park	64,598.00	30,756.00	512.50	149,670.92	11,788.59	257,326.01
Petroleum	1,822.00			11,768.15	1,305.11	14,895.26
Phillips	33,678.00	17,913.00	592.50	109,449.27	10,013.34	171,646.11
Pondera	30,299.00		1,024.53	110,388.51	13,530.00	155,242.04
Powder River	27,418.00			33,812.70	4,246.29	65,476.99
Powell	20,817.00		558.90	82,377.01	14,588.08	118,340.99
Prairie	2,262.83			33,481.21	5,981.21	41,725.25
Ravalli	76,036.00	91,689.08	1,878.02	179,174.16	21,900.68	370,677.94
Richland	75,701.00	75,317.00	1,410.77	160,886.56	15,812.58	329,127.91
Roosevelt	50,582.00	69,832.00	775.77	206,356.91	21,303.58	348,850.26
Rosebud	1,477.00		483.81	93,426.91	17,098.68	112,486.40
Sanders	54,762.51	51,577.67	467.04	107,847.04	20,451.76	235,106.02
Sheridan	57,529.00	47,108.00		95,471.14	14,978.54	215,086.68
Silver Bow		11,106.69		612,993.13	6,390.00	630,489.82
Stillwater	52,760.00	30,881.00	241.50	75,968.07	13,783.31	173,633.88
Sweetgrass	27,220.34		90.00	50,056.06	7,126.56	84,492.96
Teton	33,280.06	21,528.45	581.25	102,985.08	22,916.04	181,290.89
Toole	26,588.55	6,349.00	546.69	101,935.34	14,980.76	150,400.34
Treasure	5,580.00	2,691.00		21,547.31	5,380.46	35,198.77
Valley	43,813.78	64,654.31	1,237.30	177,571.92	23,744.78	311,022.09
Wheatland	2,540.00		684.55	44,365.36	3,342.45	50,932.36
Wibaux	15,948.71	7,757.54		29,945.22	4,932.29	58,583.76
Yellowstone	199,907.26	51,009.14	678.39	825,648.42	31,892.97	1,109,136.18
Totals	\$2,179,453.60	\$1,371,225.26	\$ 28,791.18	\$8,291,403.18	\$730,340.93	\$12,601,214.15

DISTRIBUTION OF STATE FUNDS TO SCHOOLS 1953-54

	EQUALIZATION		Voc.		TRANSPOR-	
	ELEM.	H. S.	EDUCATION	I & I	TATION	TOTAL
Beaverhead	\$ 36,622.00	17,465.00	794.48	41,379.37	8,938.42	105,199.27
Big Horn	70,122.00	28,139.00	175.00	90,939.35	20,050.88	209,426.23
Blaine	78,160.00	48,543.00	800.00	73,373.42	19,176.80	220,053.22
Broadwater	242.00	22,289.00	-----	20,955.83	2,482.28	45,969.11
Carbon	62,279.00	53,550.00	1,550.00	67,490.10	19,844.60	204,713.70
Carter	56,027.00	596.00	-----	20,731.70	7,170.75	84,525.45
Cascade	293,331.00	46,786.00	1,651.50	358,126.19	29,755.84	729,650.53
Chouteau	77,989.00	-----	900.00	50,596.56	21,220.14	150,705.70
Custer	63,606.00	44,321.00	100.00	86,484.82	7,968.19	202,480.01
Daniels	42,658.00	31,782.00	200.00	30,957.48	11,402.67	117,000.15
Dawson	102,227.00	52,440.00	100.00	73,541.52	10,342.12	238,650.64
Deer Lodge	-----	70,167.00	-----	100,940.99	4,732.50	175,840.49
Fallon	47,015.00	20,861.00	774.00	29,528.67	4,405.34	102,584.01
Fergus	131,877.00	18,720.00	-----	92,536.25	18,560.78	261,694.03
Flathead	250,152.00	188,292.00	475.00	226,816.06	21,420.74	687,155.80
Gallatin	131,015.00	55,294.00	1,872.53	144,169.40	20,216.08	352,567.01
Garfield	47,418.00	-----	200.00	15,548.78	3,882.46	67,049.24
Glacier	26,160.00	3,588.00	800.00	104,611.06	17,068.50	152,227.56
Golden Valley..	14,347.00	3,995.00	-----	10,253.79	3,576.45	32,172.24
Granite	19,842.00	15,588.00	200.00	20,059.32	4,876.94	60,566.26
Hill	70,157.00	-----	100.00	113,408.03	15,612.17	199,277.20
Jefferson	29,809.00	11,978.00	200.00	24,541.85	13,178.73	79,707.58
Judith Basin	-----	594.00	-----	23,925.50	11,196.51	35,716.01
Lake	92,647.00	117,906.00	1,613.22	108,673.36	30,228.89	351,068.47
Lewis & Clark..	95,369.00	27,338.00	100.00	161,903.41	18,853.28	303,563.69
Liberty	40,168.00	9,584.00	-----	21,516.14	5,911.72	77,179.86
Lincoln	96,480.00	63,329.00	200.00	81,526.03	23,777.15	265,312.18
Madison	48,315.00	60,375.00	400.00	37,289.05	14,113.53	160,492.58
McCone	42,659.00	-----	-----	25,130.19	2,832.85	70,622.04
Meagher	-----	-----	-----	13,895.85	5,851.83	19,747.68
Mineral	40,743.00	24,625.00	-----	19,863.21	9,648.26	94,879.47
Missoula	202,466.00	124,479.00	654.40	251,469.97	12,428.65	591,498.02
Musselshell	50,294.00	8,651.00	200.00	31,769.94	5,050.47	95,965.41
Park	96,300.00	51,889.00	100.00	80,349.36	9,943.99	238,582.35
Petroleum	11,656.00	-----	-----	6,807.84	1,861.62	20,325.46
Phillips	58,432.00	31,073.00	200.00	48,159.19	11,059.39	148,923.58
Pondera	57,236.00	7,906.00	1,064.24	58,861.24	13,117.32	138,184.80
Powder River ..	42,860.00	-----	500.00	17,762.03	4,419.00	65,541.03
Powell	38,047.00	209.00	500.00	43,312.46	13,489.48	95,557.94
Prairie	12,951.00	-----	-----	16,585.36	5,819.90	35,356.26
Ravalli	87,480.00	106,559.00	1,475.00	91,779.82	22,575.59	309,869.41
Richland	110,905.00	85,039.00	100.00	82,058.33	15,531.77	293,634.10
Roosevelt	81,611.00	92,068.00	1,800.00	115,173.02	23,101.06	313,753.08
Rosebud	33,676.00	-----	200.00	47,907.05	19,297.96	101,081.01
Sanders	72,785.00	65,510.00	400.00	54,266.63	21,558.48	214,520.11
Sheridan	79,578.00	63,148.00	300.00	50,960.77	16,372.31	210,359.08
Silver Bow	119,686.00	104,141.00	-----	325,543.80	6,885.17	556,255.97
Stillwater	68,964.00	38,606.00	728.30	41,463.41	13,972.02	163,733.73
Sweet Grass	41,330.00	4,632.00	700.00	25,214.24	6,890.99	78,767.23
Teton	58,446.00	39,108.00	900.00	54,238.62	22,526.43	175,219.05
Toole	51,614.00	14,355.00	200.00	53,314.10	9,823.59	129,306.69
Treasure	15,230.00	6,669.00	-----	10,758.08	5,700.38	38,357.46
Valley	88,340.00	77,156.00	500.00	95,029.65	23,474.53	284,500.18
Wheatland	17,131.00	5,209.00	349.04	21,712.25	4,252.67	48,653.96
Wibaux	24,016.00	8,489.00	-----	15,604.81	4,974.76	53,084.57
Yellowstone	382,377.00	102,042.00	923.29	448,309.09	33,178.90	966,830.28
Totals	\$4,010,847.00	\$2,075,083.00	\$25,000.00	\$4,379,124.34	\$735,603.83	\$11,225,658.17

DISTRIBUTION OF FEDERAL FUNDS TO SCHOOLS

1952-53

	INDIAN	VOCATIONAL	LUNCH	FOREST	PUBLIC LAW	TOTAL
Beaverhead		\$ 1,461.51	6,290.64	8,847.44	.....	16,599.59
Big Horn	53,015.41	2,560.01	.....	.....	.....	55,575.42
Blaine	45,259.43	2,535.66	4,518.22	.....	7,315.00	59,628.31
Broadwater .....	.....	.....	.....	889.05	.....	889.05
Carbon .....	.....	4,238.69	8,213.92	3,622.82	.....	16,075.43
Carter .....	.....	.....	.....	1,080.24	.....	1,080.24
Cascade	642.01	7,342.74	20,608.69	1,107.68	421,135.91	450,837.03
Chouteau .....	.....	2,916.21	2,178.49	199.83	.....	5,294.53
Custer .....	.....	2,692.86	772.54	.....	.....	3,465.40
Daniels .....	.....	43.75	2,603.33	.....	.....	2,647.08
Dawson .....	.....	816.50	.....	.....	.....	816.50
Deer Lodge .....	.....	.....	3,077.79	839.43	.....	3,917.22
Fallon .....	.....	1,053.18	.....	.....	.....	1,053.18
Fergus .....	.....	593.75	2,930.04	579.04	.....	4,102.83
Flathead .....	.....	6,213.91	10,764.31	19,769.98	373,845.08	410,593.28
Gallatin .....	.....	6,459.96	2,969.53	3,417.99	.....	12,847.48
Garfield .....	.....	564.63	.....	.....	.....	564.63
Glacier	93,358.36	2,865.90	6,898.96	158.12	.....	103,281.34
Golden Valley ..	.....	.....	1,045.48	147.49	.....	1,192.97
Granite .....	.....	.....	477.19	5,663.96	.....	6,141.15
Hill	4,505.36	1,488.94	2,058.27	.....	.....	8,052.57
Jefferson .....	.....	268.75	1,318.07	2,363.12	.....	3,949.94
Judith Basin .....	.....	1,229.69	2,343.53	1,830.04	.....	5,403.26
Lake	31,502.87	3,458.70	13,604.06	1,651.88	28,675.00	78,892.51
Lewis & Clark ..	.....	8,651.02	2,755.33	6,495.45	8,096.14	25,997.94
Liberty .....	.....	.....	472.20	.....	5,105.00	5,577.20
Lincoln .....	.....	773.60	5,435.59	38,934.24	.....	45,143.43
Madison .....	.....	875.17	3,479.38	4,931.64	.....	9,286.19
McCone .....	.....	.....	.....	.....	.....	.....
Meagher .....	.....	.....	637.04	2,682.86	.....	3,319.90
Mineral .....	.....	.....	1,885.59	8,846.11	.....	10,731.70
Missoula	1,240.92	3,605.09	6,715.46	9,509.06	.....	21,070.53
Musselshell .....	.....	36.00	2,488.93	.....	.....	2,524.93
Park .....	.....	2,895.43	402.95	4,901.44	1,264.34	9,464.16
Petroleum .....	.....	.....	.....	.....	.....	.....
Phillips	10,667.40	1,224.96	4,790.18	174.39	.....	16,856.93
Pondera	18,412.10	2,134.78	4,205.58	666.36	.....	25,418.82
Powder River .....	.....	699.22	686.88	4,097.70	.....	5,483.80
Powell .....	.....	558.90	1,105.39	5,698.74	.....	7,363.03
Prairie .....	.....	.....	.....	.....	.....	.....
Ravalli .....	.....	4,022.89	9,980.72	9,389.51	5,046.60	28,439.72
Richland .....	.....	1,540.21	2,748.01	.....	.....	4,288.22
Roosevelt	62,950.67	3,799.54	7,082.92	.....	.....	73,833.13
Rosebud	18,823.03	.....	3,640.44	1,159.55	.....	23,623.02
Sanders	8,906.65	537.99	5,800.12	9,915.23	4,975.00	30,134.99
Sheridan	2,733.17	3,234.42	4,677.10	.....	.....	10,644.69
Silver Bow .....	.....	3,049.00	.....	990.77	.....	4,039.77
Stillwater .....	.....	973.43	3,995.07	2,272.32	.....	7,240.82
Sweet Grass .....	.....	1,693.38	1,417.33	2,056.69	.....	5,167.40
Teton .....	.....	2,503.52	5,864.78	1,469.09	.....	9,837.39
Toole .....	.....	988.00	1,711.71	.....	.....	2,699.71
Treasure .....	.....	.....	708.46	.....	.....	708.46
Valley	13,110.79	5,674.06	4,380.31	.....	40,999.62	64,164.78
Wheatland .....	.....	1,384.64	229.80	413.10	.....	2,027.54
Wibaux .....	.....	.....	.....	.....	.....	.....
Yellowstone .....	.....	6,283.11	15,973.67	.....	.....	22,256.78
Totals	\$365,128.17	\$105,943.70	\$195,944.00	\$166,772.36	\$896,457.69	\$1,730,245.92

DISTRIBUTION OF FEDERAL FUNDS TO SCHOOLS

1953-54

	INDIAN	VOCATIONAL	LUNCH	TAYLOR GR.	FOREST	PUBLIC LAW
Beaverhead		1,341.21	-----	11,428.69	8,237.01	-----
Big Horn	48,006.78	3,263.34	6,163.39	933.35	-----	-----
Blaine	39,823.80	2,100.91	4,719.00	-----	-----	63,741.00
Broadwater		-----	1,062.72	351.95	836.55	-----
Carbon		4,079.59	8,235.41	150.82	3,367.25	-----
Carter		-----	-----	2.50	1,014.30	-----
Cascade		7,978.89	19,296.60	566.26	596.24	379,244.19
Chouteau		3,268.03	1,972.15	3,100.62	107.57	-----
Custer		3,317.70	502.51	-----	-----	-----
Daniels		471.25	1,780.20	269.27	-----	-----
Dawson		676.00	965.87	-----	-----	-----
Deer Lodge		-----	3,279.67	205.61	783.45	-----
Fallon		258.00	-----	-----	-----	-----
Fergus		1,446.29	5,198.56	471.90	311.68	-----
Flathead		7,895.18	9,270.03	1.25	25,016.51	43,438.12
Gallatin		6,960.44	3,988.07	317.97	2,660.18	-----
Garfield		511.25	-----	-----	-----	-----
Glacier	70,346.55	2,787.41	5,732.87	67.91	85.12	123,205.50
Golden Valley		-----	1,049.66	12.27	79.39	-----
Granite		319.38	506.53	680.16	5,474.06	-----
Hill	913.08	1,950.50	2,130.57	588.94	-----	-----
Jefferson		872.20	653.13	13.94	2,224.09	-----
Judith Basin		1,578.00	2,507.70	223.45	984.98	-----
Lake	22,945.67	4,969.25	13,750.24	-----	2,080.31	150,500.00
Lewis & Clark		10,937.00	3,214.90	1,761.88	5,276.09	1,281.20
Liberty		-----	675.52	1,058.61	-----	20,030.00
Lincoln		472.75	5,004.62	1.25	54,391.62	-----
Madison		2,277.16	3,802.83	5,097.00	4,491.23	-----
McCone		-----	-----	-----	-----	-----
Meagher		-----	719.05	476.15	1,580.18	-----
Mineral		-----	1,953.40	6.29	9,456.69	-----
Missoula		3,796.71	7,351.04	195.90	10,004.81	-----
Musselshell		239.20	2,963.18	219.49	-----	-----
Park		3,473.01	906.64	359.74	3,875.11	1,911.40
Petroleum		-----	-----	-----	-----	-----
Phillips	4,787.00	1,733.95	4,463.65	-----	93.87	-----
Pondera	9,233.34	2,019.40	4,899.13	374.13	358.69	-----
Powder River		199.24	715.07	90.28	3,847.56	-----
Powell		612.31	864.06	859.60	6,280.50	-----
Prairie		-----	-----	-----	-----	-----
Ravalli		4,485.45	8,817.26	51.70	11,863.61	4,410.48
Richland		2,919.39	2,582.47	1,586.05	-----	-----
Roosevelt	53,852.66	3,314.38	6,728.19	243.31	-----	11,124.00
Rosebud	11,690.08	424.00	4,090.12	2,467.72	1,088.76	5,336.00
Sanders	9,213.05	613.95	6,108.33	55.93	12,473.41	5,333.95
Sheridan	950.06	2,873.50	4,139.62	365.22	-----	-----
Silver Bow		2,964.51	322.50	121.64	929.49	-----
Stillwater		214.18	3,836.11	318.05	2,133.60	-----
Sweet Grass		807.66	1,048.19	711.48	1,735.93	-----
Teton		2,171.44	5,850.32	1,047.10	790.80	-----
Toole		1,623.09	2,519.70	1,297.84	-----	-----
Treasure		-----	768.27	226.63	-----	-----
Valley	15,680.54	6,276.50	4,480.57	-----	-----	39,055.49
Wheatland		1,517.78	229.58	100.88	222.36	-----
Wibaux		-----	-----	756.77	-----	-----
Yellowstone		6,912.22	16,840.80	369.96	-----	-----
Totals	\$287,442.61	\$118,923.60	\$198,660.00	\$39,607.46	\$184,753.00	\$848,611.33
TOTAL DISTRIBUTED						\$1,677,998.00

EXPENDITURES BY COUNTIES, 1952-53

COUNTY	GENERAL CONTROL	SALARIES	SUPPLIES FOR INSTRUC.	OPER. & MAINT.	TRANSP.
Beaverhead	\$ 19,544.84	\$ 220,833.87	\$ 19,489.00	\$ 68,064.49	\$ 32,858.72
Big Horn	22,203.30	318,326.32	30,008.92	85,133.83	72,665.52
Blaine	16,619.42	337,779.84	26,641.36	70,550.00	70,348.54
Broadwater	5,366.81	101,290.13	5,734.43	19,544.57	23,323.62
Carbon	49,500.06	371,990.10	25,446.98	81,785.83	79,780.33
Carter	8,426.27	129,965.71	8,670.16	23,167.68	24,133.72
Cascade	107,967.96	1,447,244.05	110,570.23	385,486.38	103,014.49
Chouteau	11,295.89	336,312.40	19,151.39	73,642.69	60,243.23
Custer	37,545.75	355,513.76	22,446.32	74,130.15	28,274.65
Daniels	16,878.24	162,346.34	12,058.41	55,159.78	33,154.26
Dawson	17,494.86	352,758.86	21,732.36	65,034.31	28,050.45
Deer Lodge	27,295.36	304,211.40	12,999.92	70,248.20	33,411.45
Fallon	7,570.07	175,927.66	10,263.14	30,738.48	13,723.57
Fergus	58,396.21	485,316.85	36,070.80	122,734.38	50,083.59
Flathead	75,037.75	931,826.49	52,889.38	220,757.73	86,510.30
Gallatin	60,390.47	624,539.53	39,916.59	133,674.59	67,425.86
Garfield	7,017.35	117,483.19	6,447.83	20,554.17	10,937.65
Glacier	28,811.33	338,143.79	25,101.29	81,363.71	56,335.83
Golden Valley	1,584.99	66,191.96	6,175.17	16,523.52	9,607.31
Granite	13,256.88	104,315.57	6,066.20	35,016.38	16,956.91
Hill	49,512.77	444,671.88	28,742.25	111,424.04	55,851.64
Jefferson	18,868.73	131,237.95	12,242.62	36,878.61	38,891.92
Judith Basin	4,701.06	173,556.43	13,649.33	55,374.85	30,821.37
Lake	24,096.27	491,110.37	34,426.48	107,480.65	151,227.65
Lewis and Clark ..	41,018.49	653,083.15	51,239.12	193,369.22	65,800.52
Liberty	7,097.42	114,123.51	11,778.88	32,776.16	18,761.39
Lincoln	38,756.92	324,670.69	27,464.63	79,139.47	93,797.51
Madison	7,438.79	212,629.56	14,581.10	58,178.22	55,096.36
McCone	3,172.48	133,507.71	9,020.23	25,462.16	18,354.03
Meagher	3,857.14	75,007.91	7,916.76	14,792.26	13,799.25
Mineral	13,210.83	131,081.70	13,054.53	42,141.09	18,594.17
Missoula	50,373.42	933,563.78	54,141.63	188,737.22	63,257.41
Musselshell	13,228.27	185,123.88	9,042.90	58,499.21	23,610.49
Park	39,934.20	364,676.21	20,398.69	87,089.52	32,648.02
Petroleum	2,393.38	44,843.74	2,695.27	11,621.12	4,490.86
Phillips	27,858.47	247,457.71	15,270.70	60,747.09	36,103.41
Pondera	25,570.10	261,555.35	17,848.23	66,520.28	35,335.67
Powder River	6,829.04	113,375.15	6,415.74	21,361.02	15,056.93
Powell	20,913.00	206,102.88	14,811.41	50,401.47	43,980.43
Prairie	5,447.55	86,762.55	5,050.24	20,923.63	17,359.41
Ravalli	43,419.41	412,969.40	26,424.04	109,018.62	97,005.63
Richland	49,468.35	384,641.97	26,291.65	77,920.21	55,753.50
Roosevelt	57,272.44	440,009.73	24,082.13	109,339.90	82,390.51
Rosebud	29,688.58	187,231.14	17,473.68	53,925.65	57,739.21
Sanders	37,911.55	273,578.78	27,967.07	89,005.80	85,006.20
Sheridan	28,538.44	288,898.83	20,261.94	85,967.47	56,425.67
Silver Bow	45,057.14	1,024,509.78	56,482.17	252,443.07	20,904.53
Stillwater	29,529.65	196,194.91	11,993.26	44,325.43	49,009.03
Sweet Grass	2,982.46	150,396.36	6,857.87	27,408.34	18,885.72
Teton	33,171.89	282,640.19	20,072.57	72,913.09	93,823.20
Toole	27,906.22	281,171.05	24,887.26	76,987.26	35,237.93
Treasure	3,968.85	50,010.60	5,030.24	14,113.04	19,070.04
Valley	55,096.86	434,610.01	31,178.31	123,771.00	73,901.72
Wheatland	15,540.33	130,636.07	11,030.88	31,755.75	12,923.58
Wibaux	6,918.94	66,087.93	9,511.63	14,921.08	14,174.67
Yellowstone	74,819.31	1,604,568.33	88,692.29	275,618.43	110,010.87
Totals	\$ 1,537,822.56	\$18,818,665.07	\$ 1,276,207.71	\$ 4,525,662.40	\$ 2,615,945.65

EXPENDITURES BY COUNTIES, 1952-53 (Continued)

COUNTY	FIXED CHARGES	CAPITAL OUTLAY	LIQUIDATION OF DEBT	OTHER	TOTAL EXPENDITURES
Beaverhead	\$ 2,802.90	\$ 22,539.46	\$ 18,332.51	\$ 4,783.62	\$ 409,249.41
Big Horn	4,005.56	20,230.02	116,869.79	103,718.99	773,162.25
Blaine	12,912.07	36,368.86	24,350.08	48,684.05	644,254.22
Broadwater	1,817.44	8,234.92	13,891.22	8,202.74	187,405.88
Carbon	28,311.02	77,963.89	32,247.64	66,025.15	813,051.00
Carter	3,302.50	47,287.74	5,200.00	1,420.64	251,574.42
Cascade	102,930.72	744,532.43	223,041.22	110,867.91	3,335,655.39
Chouteau	19,995.30	13,392.55	87,256.39	31,782.01	653,071.90
Custer	19,208.99	20,551.50	2,319.42	11,548.56	571,539.10
Daniels	2,946.05	29,374.26	11,700.00	34,481.63	358,098.97
Dawson	18,404.61	485,412.85	17,074.81	6,376.93	1,012,340.04
Deer Lodge	5,999.66	611.60	58,140.96	23,518.66	536,437.21
Fallon	3,034.99	18,690.59	7,793.14	9,476.52	277,218.16
Fergus	29,095.67	280,002.15	58,836.76	49,596.68	1,170,133.10
Flathead	71,933.13	463,494.98	57,457.92	97,967.67	2,057,875.35
Gallatin	11,672.82	36,049.76	376,308.17	70,459.65	1,425,437.44
Garfield	6,392.16	6,113.64	6,093.27	2,404.23	183,473.49
Glacier	5,810.97	18,169.96	176,863.15	68,491.76	799,091.84
Golden Valley	3,452.88	10,032.71	-----	7,420.60	120,989.14
Granite	2,052.75	12,471.45	2,841.25	7,230.16	200,207.55
Hill	11,632.33	46,025.41	121,197.30	55,354.82	924,412.44
Jefferson	4,098.31	14,323.40	151,155.35	70,528.40	478,265.29
Judith Basin	10,913.21	17,706.48	6,825.85	34,277.72	347,826.30
Lake	33,162.99	136,053.37	68,557.40	65,692.66	1,112,107.84
Lewis and Clark	54,484.26	115,709.41	74,229.80	38,300.22	1,292,234.19
Liberty	7,363.90	13,945.10	18,536.56	6,740.30	231,123.22
Lincoln	8,192.43	28,750.98	55,697.41	33,577.57	690,047.61
Madison	12,577.98	23,248.37	174,864.69	26,452.16	585,067.23
McCone	4,216.55	55,711.60	22,822.34	22,323.70	294,590.80
Meagher	1,662.96	3,625.96	-----	12,716.56	133,358.91
Mineral	6,820.78	12,104.97	5,193.35	20,720.79	262,922.21
Missoula	61,205.81	43,618.02	598,981.88	72,308.09	2,066,187.26
Musselshell	3,311.19	19,351.40	20,500.76	18,094.63	350,762.73
Park	19,957.53	186,461.97	32,276.33	22,623.89	806,116.36
Petroleum	2,012.41	1,480.49	6,789.29	2,053.89	78,380.45
Phillips	15,957.92	25,463.56	29,590.24	28,658.68	487,107.78
Pondera	15,149.96	113,189.48	55,418.95	34,809.92	625,397.89
Powder River	2,330.49	7,009.86	-----	10,711.30	183,089.53
Powell	12,883.74	24,101.01	18,455.08	11,750.70	403,399.77
Prairie	1,467.97	178,922.09	18,010.20	4,641.97	338,585.64
Ravalli	9,778.08	20,472.89	43,333.86	84,360.53	846,782.59
Richland	21,809.05	41,392.38	42,420.46	25,721.60	725,419.17
Roosevelt	28,225.78	117,999.60	62,639.22	49,503.32	971,462.63
Rosebud	20,065.36	26,982.83	731.12	40,781.23	434,618.80
Sanders	16,847.94	39,852.71	15,401.33	45,645.46	631,216.84
Sheridan	15,929.35	29,133.78	10,455.76	34,901.62	570,512.86
Silver Bow	9,568.55	55,766.12	109,383.37	111,229.42	1,685,344.15
Stillwater	12,422.46	215,231.59	32,013.00	28,650.56	619,369.89
Sweet Grass	8,236.55	168,204.87	11,409.66	10,808.90	405,190.73
Teton	6,923.31	34,208.72	164,182.03	58,908.14	766,843.14
Toole	8,286.13	42,311.03	161,388.27	38,147.02	696,322.20
Treasure	2,352.79	31,495.00	14,577.00	10,391.17	151,008.73
Valley	29,002.64	431,284.32	53,829.56	30,660.48	1,263,334.90
Wheatland	2,482.24	6,654.62	4,671.67	11,212.03	226,912.17
Wibaux	4,390.11	8,884.48	-----	3,324.47	128,213.31
Yellowstone	81,340.59	515,755.96	869,826.62	150,412.60	3,771,045.05
Totals	\$ 923,145.84	\$ 5,203,959.15	\$ 4,371,983.41	\$ 2,091,454.68	\$41,364,846.47

EXPENDITURES BY COUNTIES, 1953-54

COUNTY	GENERAL CONTROL	SALARIES	SUPPLIES FOR INSTRUC.	OPER. & MAINT.	TRANS- PORTATION
Beaverhead	\$ 19,087.56	237,291.43	19,454.90	79,475.71	32,652.01
Big Horn	24,807.49	343,436.97	37,104.66	80,989.66	76,945.30
Blaine	33,107.81	355,710.07	22,630.58	113,839.41	72,358.24
Broadwater	11,317.48	111,864.06	6,802.34	23,943.68	24,214.78
Carbon	19,426.65	422,997.90	30,255.16	82,126.70	81,122.27
Carter	9,257.15	140,609.29	7,632.99	31,108.25	23,836.75
Cascade	120,303.92	1,728,428.28	107,812.14	441,027.74	121,205.71
Chouteau	22,429.75	346,605.31	21,801.88	79,466.61	72,764.80
Custer	34,212.73	391,888.67	18,330.40	73,958.40	30,344.77
Daniels	12,980.08	170,064.91	9,958.80	49,557.91	30,721.15
Dawson	24,552.12	392,128.47	26,526.27	92,701.75	31,579.08
Deer Lodge	28,685.92	329,156.69	13,919.53	83,465.03	45,911.32
Fallon	5,314.94	191,317.57	9,282.57	42,459.90	16,051.22
Fergus	44,569.93	536,250.73	40,396.26	144,365.34	55,413.72
Flathead	78,752.74	995,771.42	68,003.66	303,337.68	99,629.33
Gallatin	65,826.72	680,251.79	55,070.68	157,563.53	68,884.49
Garfield	7,915.58	125,279.76	6,371.77	20,408.12	9,011.28
Glacier	31,598.05	354,445.32	25,621.62	96,562.99	65,286.62
Golden Valley	6,672.01	75,937.09	5,624.89	17,707.85	10,881.83
Granite	13,415.80	116,973.73	7,914.23	40,827.96	18,528.96
Hill	51,461.79	471,157.32	33,808.02	132,915.48	55,419.37
Jefferson	22,259.53	141,564.87	12,768.97	40,128.40	49,493.47
Judith Basin	4,431.75	181,889.41	12,730.63	48,542.29	33,369.52
Lake	24,530.67	513,483.43	39,262.67	115,663.36	154,611.62
Lewis & Clark	40,278.17	714,308.38	69,081.09	208,656.99	71,660.02
Liberty	5,224.29	139,578.00	9,874.90	37,060.22	21,697.46
Lincoln	42,661.19	356,098.99	28,598.31	97,476.23	99,670.06
Madison	7,971.21	230,182.32	12,968.43	77,485.66	49,932.05
McCone	8,987.93	149,537.96	15,237.44	26,203.18	15,820.88
Meagher	3,803.83	72,835.03	5,734.43	15,248.00	22,033.53
Mineral	19,532.76	145,743.05	14,808.04	42,308.24	22,562.05
Missoula	51,185.13	1,029,345.68	73,866.12	230,549.98	76,950.40
Musselshell	28,090.10	177,107.17	9,928.81	50,751.99	24,448.05
Park	48,405.34	401,549.24	28,675.41	93,861.11	36,996.91
Petroleum	1,343.39	53,493.27	3,631.21	10,927.52	6,289.31
Phillips	23,025.81	272,449.18	19,831.37	80,680.64	28,723.79
Pondera	29,039.50	276,481.15	21,875.28	77,822.77	38,657.89
Powder River	3,253.85	124,684.13	8,634.76	24,926.29	14,655.11
Powell	21,191.41	218,925.72	16,455.70	53,254.38	45,019.82
Prairie	8,729.60	93,650.87	6,180.01	23,317.74	17,522.03
Ravalli	44,311.78	438,087.93	28,560.02	118,685.74	103,442.37
Richland	30,961.35	418,717.73	32,999.93	90,133.00	64,613.92
Roosevelt	58,980.68	473,885.50	32,776.12	153,115.50	88,648.85
Rosebud	30,394.27	203,503.57	16,289.23	66,527.98	72,378.82
Sanders	39,684.70	275,809.42	25,202.32	92,533.33	91,350.71
Sheridan	31,050.02	310,890.67	30,105.43	84,289.44	59,053.60
Silver Bow	47,898.68	1,140,154.61	54,723.99	308,078.13	25,897.05
Stillwater	32,836.93	222,517.10	18,177.00	53,043.28	50,523.16
Sweet Grass	2,403.25	161,743.83	10,603.58	37,305.41	22,333.57
Teton	45,183.82	287,593.53	25,040.41	82,524.73	93,057.01
Toole	11,061.36	314,123.00	28,493.23	83,845.37	47,585.59
Treasure	1,558.46	56,254.24	4,533.32	14,305.93	18,113.73
Valley	57,164.21	475,500.91	39,371.61	158,084.12	86,283.56
Wheatland	16,717.58	133,341.72	12,418.44	31,350.42	15,585.09
Wibaux	6,480.14	71,915.05	11,258.72	16,585.94	14,927.37
Yellowstone	73,680.84	1,885,018.43	121,066.23	343,369.06	112,380.72
Totals	\$ 1,590,009.75	\$20,679,531.87	\$ 1,476,086.51	\$ 5,276,452.07	\$ 2,839,052.09

EXPENDITURES BY COUNTIES, 1953-54 (Continued)

COUNTY	FIXED CHARGES	CAPITAL OUTLAY	LIQUIDATION OF DEBT	OTHER	TOTAL EXPENDITURES
Beaverhead	\$ 3,555.07	4,530.76	11,965.61	41,054.65	449,067.70
Big Horn	5,253.87	24,145.55	17,998.97	120,600.52	731,282.99
Blaine	13,916.71	37,385.72	34,535.08	50,727.05	734,210.67
Broadwater	2,476.16	9,490.81	27,540.30	7,865.58	225,515.19
Carbon	26,120.14	55,659.22	42,103.26	211,546.40	971,357.70
Carter	3,553.08	51,738.29	3,140.00	1,882.22	272,758.02
Cascade	110,666.12	625,158.51	222,357.91	124,197.42	3,601,157.75
Chouteau	22,254.71	201,653.49	75,050.20	26,189.71	868,216.46
Custer	20,314.86	34,789.70	2,319.42	12,269.22	618,428.17
Daniels	4,552.32	30,623.36	11,500.00	24,298.97	344,257.50
Dawson	21,279.56	152,971.70	42,435.99	9,906.90	794,081.84
Deer Lodge	3,905.75	6,483.26	256,204.28	52,656.83	820,388.61
Fallon	3,426.27	144,108.19	10,271.16	9,412.56	431,644.38
Fergus	30,196.27	302,082.84	133,654.77	70,006.27	1,356,936.13
Flathead	73,782.90	236,332.78	61,092.07	96,371.54	2,013,074.12
Gallatin	39,249.89	29,135.62	151,031.88	46,641.84	1,293,656.44
Garfield	6,431.71	5,901.92	8,263.23	640.52	190,223.89
Glacier	7,321.04	29,233.71	226,494.29	55,804.05	892,367.69
Golden Valley	4,184.06	10,403.31	-----	6,424.95	137,835.99
Granite	1,997.52	6,099.13	757.75	8,154.85	214,669.93
Hill	12,658.84	38,735.28	724,443.80	75,898.64	1,596,498.54
Jefferson	3,326.71	144,861.52	170,202.47	33,364.83	617,970.77
Judith Basin	10,915.82	18,627.36	35,194.24	27,477.49	373,178.51
Lake	29,483.92	214,845.13	69,513.29	67,996.73	1,229,390.82
Lewis & Clark	51,010.21	604,217.43	132,517.25	45,370.62	1,937,100.16
Liberty	8,542.60	23,221.50	23,723.60	5,878.61	274,801.18
Lincoln	8,958.06	68,484.60	260,470.25	54,880.01	1,017,297.70
Madison	14,590.04	31,433.47	27,790.87	39,385.74	491,739.79
McCone	3,604.11	306,103.42	28,984.13	10,246.71	564,725.76
Meagher	908.39	9,785.91	-----	14,183.12	144,532.24
Mineral	8,724.67	13,818.05	75,506.35	21,525.04	364,528.25
Missoula	62,765.97	575,142.14	210,763.52	73,186.07	2,383,755.01
Musselshell	3,260.87	18,079.74	15,457.87	21,157.23	348,281.83
Park	24,605.12	285,046.10	66,652.02	25,779.52	1,011,570.77
Petroleum	829.25	5,590.85	-----	2,666.74	84,771.54
Phillips	17,915.83	21,510.57	35,050.18	27,254.91	526,442.28
Pondera	18,691.53	42,951.00	284,342.78	42,470.82	832,332.72
Powder River	456.37	5,563.23	-----	12,994.64	195,168.38
Powell	13,840.67	15,115.92	19,779.68	12,440.07	416,023.37
Prairie	5,923.41	12,074.01	17,749.56	1,581.78	186,729.01
Ravalli	9,213.18	47,417.24	45,560.88	87,933.20	923,212.34
Richland	22,239.80	56,509.20	47,449.76	25,063.44	788,688.13
Roosevelt	30,040.25	280,537.25	79,644.62	47,316.05	1,244,944.82
Rosebud	18,606.78	22,863.64	32,952.95	47,566.03	511,083.27
Sanders	20,865.86	56,652.48	19,168.87	49,468.16	670,735.85
Sheridan	19,014.77	344,138.62	35,550.99	28,971.40	943,064.94
Silver Bow	56,707.63	31,847.74	693,272.09	36,125.27	2,394,705.19
Stillwater	14,485.08	142,007.21	31,050.19	32,767.15	597,407.10
Sweet Grass	9,222.93	27,954.10	13,961.91	11,008.04	296,536.62
Teton	22,255.91	63,593.47	110,129.89	62,364.17	791,742.94
Toole	10,710.24	59,087.87	121,985.79	60,314.98	737,207.43
Treasure	1,871.17	12,351.83	17,362.12	12,365.88	138,716.68
Valley	34,641.87	43,173.06	79,851.49	351,301.72	1,325,372.55
Wheatland	3,460.62	6,396.36	4,630.97	9,165.98	233,067.18
Wibaux	2,025.75	4,617.47	-----	2,526.72	130,337.16
Yellowstone	99,387.48	995,926.85	319,124.77	178,798.37	4,128,752.75
Totals	\$ 1,080,199.72	\$ 6,648,209.49	\$ 5,188,555.32	\$2,635,447.93	\$47,413,544.75

TAXES LEVIED FOR SCHOOL PURPOSES—1952*

COUNTY	ELEMENTARY COUNTY		HIGH SCHOOL COUNTY		DISTRICT MILLS	SCHOOL AMOUNT	H. S. DISTRICT MILLS	DISTRICT AMOUNT	TOTAL AVERAGE LEVY	TOTAL AMOUNT LEVIED
	MILLS	AMOUNT	MILLS	AMOUNT						
Beaverhead	10.00	\$ 80,252	12.19	\$ 97,718	10.75	\$ 92,640	3.39	\$ 27,260	37.00	\$ 297,870
Big Horn	10.00	92,741	14.07	131,731	10.28	127,760	.....	.....	34.35	352,232
Blaine	10.00	80,304	12.12	97,563	18.76	145,610	.17	1,362	40.40	324,839
Broadwater	7.00	30,542	14.57	60,976	14.88	62,907	.....	.....	36.45	154,425
Carbon	10.00	128,924	11.60	149,805	29.44	378,228	.....	.....	51.04	656,957
Carter	10.00	37,043	13.40	50,156	15.90	57,537	.....	.....	39.30	144,736
Cascade	10.00	411,595	10.88	446,355	30.31	1,229,787	.....	.....	51.19	2,087,737
Chouteau	10.00	114,145	10.67	123,084	12.89	155,569	6.84	78,093	41.20	470,891
Custer	10.00	105,217	14.88	157,792	8.54	89,385	.....	.....	33.42	352,394
Daniels	10.00	43,319	12.53	54,580	12.25	56,724	12.12	52,531	47.80	207,154
Dawson	10.00	83,485	11.00	91,833	13.31	117,358	3.72	31,087	38.70	323,763
Deer Lodge	3.10	38,395	10.65	110,719	20.15	219,002	.....	.....	33.90	368,116
Fallon	10.00	47,157	11.50	53,909	10.67	52,636	5.48	25,876	38.00	179,578
Fergus	10.00	145,309	11.18	162,295	16.89	252,121	8.80	128,655	47.30	688,380
Flathead	10.00	161,566	12.20	197,111	22.45	383,849	11.60	189,023	57.60	931,549
Gallatin	10.00	187,879	11.17	210,083	13.03	250,264	4.91	92,284	39.40	740,510
Garfield	10.00	32,497	14.00	45,495	13.80	41,333	.....	.....	37.79	119,326
Glacier	17.14	202,211	.....	.....	19.56	228,963	.....	.....	36.70	431,174
Golden Valley	10.00	28,046	10.97	30,785	7.28	20,462	.27	777	28.51	80,070
Granite	10.00	39,985	11.11	44,464	11.91	48,762	4.14	16,552	37.40	149,763
Hill	10.00	123,173	11.22	137,734	21.00	266,648	8.90	110,562	51.80	638,117
Jefferson	10.00	46,218	12.11	56,147	8.98	44,074	7.36	34,064	39.00	180,503
Judith Basin	8.60	62,204	12.64	90,529	18.61	126,620	9.22	66,167	48.10	345,160
Lake	10.00	85,676	13.30	114,170	44.17	378,709	.....	.....	67.47	578,555
Lewis and Clark	10.00	209,008	9.91	207,380	20.86	460,236	6.60	138,627	48.00	1,015,251
Liberty	10.00	40,955	10.12	41,068	13.73	57,892	10.68	44,424	44.30	184,339
Lincoln	10.00	67,497	12.88	87,405	28.93	196,466	3.51	23,787	55.40	375,155
Madison	10.00	60,508	13.10	79,155	28.29	172,132	.....	.....	51.39	311,795
McCone	10.00	42,243	10.00	43,516	15.70	65,564	6.79	28,701	42.60	180,024
Meagher	7.80	33,690	9.68	41,307	8.64	37,087	.....	.....	26.12	112,084
Mineral	10.00	28,821	13.14	37,751	29.02	83,377	.....	.....	52.15	149,949
Missoula	10.00	196,434	11.42	224,418	35.83	702,870	.....	.....	57.25	1,123,722
Musselshell	10.00	48,627	9.58	47,172	19.41	118,582	.....	.....	38.99	214,381
Park	10.00	102,726	11.39	116,618	21.20	210,030	6.81	69,967	48.60	499,341
Petroleum	10.00	18,326	10.00	18,326	8.01	16,009	4.82	9,224	32.33	61,835
Phillips	10.00	75,260	11.20	84,472	11.13	97,188	6.51	49,050	40.60	305,970
Pondera	10.00	95,003	11.14	105,745	13.78	123,508	7.37	70,275	41.30	394,531
Powder River	10.00	39,006	10.80	41,528	11.20	43,110	.....	.....	32.00	123,644
Powell	10.00	66,205	17.20	112,769	11.60	76,725	.....	.....	33.80	255,699
Prairie	10.00	39,001	10.60	42,512	16.90	55,800	.....	.....	36.69	137,313
Ravalli	10.00	64,275	12.90	82,984	32.98	160,869	13.14	84,465	61.00	392,593
Richland	10.00	63,401	12.25	77,764	24.91	155,790	9.55	60,623	56.30	357,578
Roosevelt	10.00	82,902	11.57	96,179	32.67	268,235	12.70	105,381	66.60	552,697
Rosebud	10.00	94,787	9.82	94,187	11.56	112,999	4.62	43,822	36.40	345,795
Sanders	10.00	68,507	12.94	85,598	20.84	142,983	8.53	58,419	51.89	355,507
Sheridan	10.00	64,255	11.90	75,307	16.45	104,942	10.68	73,332	46.20	317,836
Silver Bow	10.00	301,041	18.35	405,159	16.00	490,895	.31	9,354	40.00	1,206,449
Stillwater	10.00	65,987	12.20	80,944	9.96	68,864	6.18	40,802	38.80	256,597
Sweet Grass	10.00	49,913	13.23	67,355	10.76	55,137	.....	.....	33.99	172,405
Teton	10.00	93,225	12.60	118,001	21.49	242,091	.95	8,839	49.50	462,156
Toole	10.00	93,381	11.00	102,836	30.48	286,782	.....	.....	51.48	482,999
Treasure	10.00	20,719	18.60	39,112	12.36	25,946	.....	.....	40.96	85,777
Valley	10.00	102,236	11.97	123,111	27.95	297,031	.....	.....	49.92	522,378
Wheatland	10.00	46,536	9.53	44,070	18.69	85,630	.....	.....	38.22	176,236
Wibaux	10.00	25,565	11.15	29,260	9.00	23,010	.....	.....	30.15	77,835
Yellowstone	10.00	474,363	11.00	521,800	15.75	765,475	.....	.....	36.75	1,761,638

Totals \$5,282,286 \$6,089,844 \$10,629,843 \$1,773,385 \$23,775,358
 * State Board of Equalization Average Levy—44.849

TAXES LEVIED FOR SCHOOL PURPOSES — 1953

COUNTY	ELEMENTARY COUNTY		HIGH SCHOOL COUNTY		DISTRICT SCHOOL		H. S. DISTRICT		TOTAL AVERAGE LEVY	TOTAL AMOUNT LEVIED
	MILLS	AMOUNT	MILLS	AMOUNT	MILLS	AMOUNT	MILLS	AMOUNT		
Beaverhead	10.00	\$ 79,126	11.48	\$ 91,464	8.85	\$ 72,502	5.91	\$ 46,866	36.50	\$ 289,958
Big Horn	10.00	92,217	11.60	111,715	12.70	138,777			34.30	342,709
Blaine	10.00	79,313	12.19	96,591	20.93	166,507	6.08	48,231	49.20	390,642
Broadwater	10.00	39,579	15.73	41,387	10.76	48,229	5.56	23,014	36.80	152,209
Carbon	10.00	129,374	11.70	151,226	15.59	214,252	4.67	60,660	42.80	555,512
Carter	10.00	36,799	10.30	37,970	15.23	55,994	2.99	11,040	38.50	141,803
Cascade	10.00	427,760	10.87	465,036	21.94	961,427	5.00	214,903	48.00	2,069,126
Chouteau	10.00	113,870	11.91	133,607	12.84	147,919	8.29	94,449	43.00	489,845
Custer	10.00	104,573	10.81	112,389	8.71	90,833	4.80	50,492	34.00	358,287
Daniels	10.00	45,101	12.33	55,796	12.97	57,375	11.36	51,045	46.60	209,317
Dawson	10.00	90,210	11.50	102,899	16.97	171,632	3.85	34,745	44.31	399,486
Deer Lodge	6.40	67,984	18.40	196,973	9.66	115,945			34.46	380,902
Fallon	10.00	47,916	11.40	54,695	16.02	72,770	4.45	21,440	40.80	196,821
Fergus	10.00	143,773	11.28	161,983	16.45	244,745	7.90	114,075	46.20	664,576
Flathead	10.00	163,470	12.24	199,969	21.03	356,287	11.00	181,362	55.10	901,088
Gallatin	10.00	189,218	11.19	211,684	12.17	240,956	5.06	95,736	39.00	737,594
Garfield	10.00	31,981	13.50	43,487	11.86	36,664			35.36	112,132
Glacier	10.00	117,329	11.50	128,763	14.83	174,893	5.66	66,563	41.50	487,548
Golden Valley	10.00	28,015	10.77	30,145	6.71	18,988	4.79	13,411	32.39	90,559
Granite	10.00	40,065	11.26	45,036	8.78	36,412	3.44	13,785	33.70	135,293
Hill	10.00	128,329	10.15	132,647	18.89	251,345	10.50	135,254	50.40	647,575
Jefferson	10.00	46,199	12.93	59,410	9.36	43,092	11.41	52,740	43.60	201,441
Judith Basin	9.76	67,673	14.91	115,774	19.59	140,819			44.26	324,266
Lake	10.00	87,078	13.40	116,578	25.67	235,968	15.10	132,035	65.60	571,659
Lewis and Clark	10.00	209,234	10.00	208,976	14.04	325,867	8.30	175,314	43.90	919,391
Liberty	10.00	46,929	11.29	52,184	10.86	52,923	8.56	40,099	41.00	192,135
Lincoln	10.00	71,261	13.16	93,535	31.58	222,728	2.80	19,947	57.20	407,471
Madison	10.00	57,951	13.10	75,967	21.62	123,061	1.28	7,453	45.50	264,432
McCone	10.00	44,255	10.00	44,255	12.32	56,680	8.00	35,404	40.80	180,594
Meagher	11.50	45,615	10.76	35,674	6.57	28,013			28.83	109,302
Mineral	10.00	29,501	12.70	37,548	19.39	61,936	20.75	61,070	64.60	190,055
Missoula	10.00	201,875	11.59	233,450	35.82	729,586			57.41	1,164,911
Musselshell	10.00	47,243	10.85	50,706	15.27	69,788	8.89	41,988	44.40	209,725
Park	10.00	102,509	11.70	119,524	14.62	162,430	5.03	51,571	42.53	436,034
Petroleum	10.00	17,861	10.00	17,861	12.36	22,165	3.68	6,610	35.94	64,497
Phillips	10.00	77,698	11.43	88,596	10.12	81,536	6.46	50,204	38.30	298,034
Pondera	10.00	95,925	11.16	107,026	16.03	148,525	7.50	71,970	44.13	423,446
Powder River	10.00	38,347	11.50	43,521	10.18	40,076			31.68	121,944
Powell	10.00	71,703	16.20	116,870	11.08	81,196			37.28	269,769
Prairie	10.00	39,074	11.30	43,956	13.22	51,888			34.52	134,918
Ravalli	10.00	68,721	13.00	89,229	37.29	240,723	12.51	86,013	70.50	484,686
Richland	10.00	68,036	11.95	81,601	21.55	149,980	12.39	84,458	56.30	384,075
Roosevelt	10.00	87,898	11.66	102,345	26.60	246,686	10.55	94,428	59.40	531,357
Rosebud	10.00	94,225	10.34	96,867	12.72	118,206	5.94	56,101	38.70	365,399
Sanders	10.00	68,284	13.14	89,277	20.32	139,026	8.36	57,139	51.80	353,726
Sheridan	10.00	68,780	11.26	78,154	22.99	150,896	13.53	93,362	56.70	391,192
Silver Bow	10.00	276,817	15.73	410,961	24.87	590,602			50.60	1,278,380
Stillwater	10.00	67,919	12.30	83,450	11.41	76,342	7.36	50,016	40.80	277,727
Sweet Grass	10.00	49,425	17.21	82,100	9.04	45,958			36.25	177,483
Teton	10.00	95,364	12.49	119,291	24.97	239,788	4.34	41,486	51.92	495,929
Toole	10.00	100,561	11.18	112,090	16.30	169,306	6.92	70,806	44.20	452,763
Treasure	10.00	20,736	15.32	32,622	10.85	23,112			36.17	76,470
Valley	10.00	103,819	12.17	125,984	24.60	248,392	10.90	113,763	57.00	591,958
Wheatland	10.00	45,031	11.20	49,684	9.53	42,784	7.73	34,811	38.20	172,310
Wibaux	10.00	25,518	11.00	28,118	9.59	23,993			30.59	77,629
Yellowstone	10.00	505,996	11.00	556,595	14.74	737,163	1.83	92,720	37.00	1,892,474
Totals		\$5,341,063		\$6,405,241		\$9,595,686		\$2,898,579		\$24,240,569

* State Board of Equalization

Average Levy — 44.49
Average Levy, 1954 — 50.16

SCHOOL CENSUS, 1953-54

COUNTY	6-7 YR.		8-13 YR.		14-15 YR.		16-20 YR.		6-21 YEARS	UNDEF 6 YRS.
	BOY	GIRL	BOY	GIRL	BOY	GIRL	BOY	GIRL		
Beaverhead	132	109	340	281	102	97	212	204	1,477	788
Big Horn	255	260	719	674	191	217	475	455	3,246	1,633
Blaine	214	188	564	544	153	178	417	361	2,619	1,222
Broadwater	65	64	174	150	55	50	89	101	748	324
Carbon	215	197	540	490	134	153	377	303	2,409	1,092
Carter	73	57	170	136	66	46	107	85	740	355
Cascade	1,255	1,232	2,867	2,808	762	743	1,568	1,548	12,783	8,277
Chouteau	175	159	388	384	117	99	274	210	1,806	1,071
Custer	280	277	721	595	177	191	383	358	3,087	1,926
Daniels	93	89	269	215	53	72	167	147	1,105	611
Dawson	234	239	597	585	151	147	345	327	2,625	1,652
Deer Lodge	331	319	827	840	230	242	430	384	3,603	2,234
Fallon	87	99	217	209	50	59	177	156	1,054	578
Fergus	322	293	753	685	180	192	463	415	3,303	1,948
Flathead	704	665	1,804	1,767	585	493	1,058	1,020	8,096	4,320
Gallatin	483	486	1,103	1,085	324	286	748	631	5,146	2,905
Garfield	53	48	119	110	36	35	89	65	555	335
Glacier	301	305	859	822	222	278	497	450	3,734	1,602
Golden Valley	38	31	76	78	18	26	58	41	366	159
Granite	65	50	192	153	52	43	83	78	716	315
Hill	370	379	884	923	232	216	563	481	4,048	2,585
Jefferson	77	73	193	188	66	62	115	102	876	454
Judith Basin	75	67	191	167	61	54	131	108	854	409
Lake	302	280	822	747	283	260	623	562	3,879	1,549
Lewis and Clark ..	527	553	1,220	1,201	339	350	772	817	5,779	3,191
Liberty	90	69	177	161	50	45	91	85	768	397
Lincoln	281	259	656	618	182	174	411	329	2,910	1,604
Madison	118	93	287	255	102	91	207	178	1,331	577
McCone	92	87	200	178	45	61	138	96	897	541
Meagher	45	42	110	104	46	28	66	55	496	261
Mineral	64	56	177	174	45	36	81	76	709	371
Missoula	783	803	1,939	1,851	556	551	1,258	1,235	8,976	5,243
Musselshell	120	113	253	244	71	68	142	123	1,134	640
Park	271	255	646	656	188	158	362	332	2,868	1,523
Petroleum	32	28	60	47	14	12	29	21	243	107
Phillips	158	127	352	362	129	102	260	229	1,719	811
Pondera	188	189	477	466	108	130	279	264	2,101	1,097
Powder River	77	57	148	131	35	33	84	69	634	370
Powell	143	137	352	317	97	83	219	198	1,546	838
Prairie	49	54	152	133	44	33	63	64	592	388
Ravalli	244	241	761	677	236	204	500	413	3,276	1,328
Richland	268	253	681	666	180	170	399	312	2,929	1,678
Roosevelt	367	307	910	890	253	279	573	532	4,111	2,213
Rosebud	162	158	386	340	102	93	235	234	1,710	870
Sanders	172	143	409	434	122	137	274	246	1,937	801
Sheridan	153	157	410	361	122	114	269	233	1,819	1,090
Silver Bow	1,035	976	2,605	2,597	763	730	1,541	1,373	11,620	6,240
Stillwater	150	114	341	309	93	96	195	182	1,480	720
Sweet Grass	56	80	189	186	70	53	138	128	900	367
Teton	175	147	432	381	128	136	281	256	1,936	1,014
Toole	184	182	432	390	113	118	264	220	1,903	1,161
Treasure	34	29	87	79	31	13	62	49	384	212
Valley	300	299	728	714	192	216	471	472	3,392	1,660
Wheatland	77	57	177	166	49	50	118	81	775	384
Wibaux	41	43	123	122	36	34	81	77	557	251
Yellowstone	1,664	1,595	3,710	3,394	984	1,017	1,803	1,835	16,002	9,161
Totals	14,319	13,669	34,976	33,240	9,825	9,654	21,115	19,406	156,309	85,453

STATISTICAL DATA 1952-53

COUNTY	NO. TEACHERS		ORIG. ENROLLMENT		A. D. A.		A. N. B.		GRADUATES	
	ELEM.	H. S.	ELEM.	H. S.	ELEM.	H. S.	ELEM.	H. S.	8TH	H. S.
Beaverhead ..	56	17	950	330	874.6	310.4	921.1	322.5	103	55
Big Horn	79	21	1,703	465	1,479.5	402.9	1,580.3	429.7	159	90
Blaine	75	27½	1,399	482	1,264.2	421.4	1,318.8	450.5	144	111
Broadwater ..	17	13	363	234	315.3	220.9	329.8	230.0	45	21
Carbon	68½	49½	1,402	529	1,283.8	489.9	1,335.7	517.0	148	116
Carter	42	7	449	115	400.9	101.4	423.6	109.0	56	27
Cascade	288½	90½	7,637	2,010	6,565.5	1,798.1	6,917.4	1,892.2	595	352
Chouteau	75	26	1,029	324	912.9	293.7	951.6	310.9	81	71
Custer	75	42	1,554	531	1,484.2	464.2	1,547.9	499.7	141	93
Daniels	33	18	707	241	627.6	223.0	654.4	259.5	62	51
Dawson	83	24	1,557	525	1,386.3	457.6	1,448.9	480.3	124	93
Deer Lodge....	52	25	1,394	477	1,273.6	434.8	1,352.5	460.0	143	87
Fallon	45	15	614	222	569.5	203.5	592.2	214.2	62	50
Fergus	116	44	2,062	613	1,822.3	544.2	1,927.8	580.1	190	142
Flathead	206	75½	4,829	1,727	4,233.9	1,487.2	4,460.6	1,585.7	485	291
Gallatin	133½	55	2,851	955	2,628.5	889.8	2,752.0	922.0	249	214
Garfield	40	8	327	98	296.5	89.5	309.7	98.3	31	21
Glacier	67	30	1,708	478	1,473.5	412.5	1,588.7	451.0	134	76
Golden Val'y ..	16	7	190	81	178.6	72.9	187.0	77.1	15	16
Granite	22	11	477	152	438.3	138.4	468.7	145.3	47	27
Hill	85½	45½	1,769	515	1,618.9	454.8	1,695.2	480.0	159	83
Jefferson	26	16	608	206	541.6	185.5	643.5	122.3	65	40
Judith Basin..	30½	17½	455	185	420.5	163.5	438.0	174.5	42	40
Lake	91½	50½	2,077	856	1,862.4	740.9	1,971.3	801.5	212	187
Lewis & C'rk	117	43	2,862	1,048	2,557.3	923.1	2,673.0	977.0	255	182
Liberty	29	10	390	139	343.6	126.8	358.7	132.2	32	26
Lincoln	70½	27½	1,747	498	1,563.7	428.8	1,656.1	457.3	177	91
Madison	30	28	666	309	572.4	326.6	596.1	342.2	56	63
McCone	40	8	552	130	502.4	118.8	523.5	124.9	56	23
Meagher	17	7	272	89	247.9	84.4	258.1	88.2	37	19
Mineral	25½	15	501	131	421.9	117.5	441.0	124.3	46	25
Missoula	180	56½	4,509	1,439	4,096.6	1,290.9	4,290.4	1,353.7	437	295
Musselshell ..	33	20	745	206	675.8	186.1	710.2	195.6	83	35
Park	80	12	1,704	579	1,553.0	560.8	1,613.4	587.8	178	114
Petroleum	11	4	143	46	134.5	40.1	141.3	40.4	11	3
Phillips	59	25	1,036	372	917.7	325.2	958.4	341.5	107	74
Pondera	60	24	1,274	368	1,147.6	331.0	1,216.4	352.9	92	56
Powder River ..	38	7	386	78	351.3	62.9	370.4	102.7	45	21
Powell	46	17	977	300	846.1	267.7	891.4	281.9	80	62
Prairie	22	8	395	115	358.0	99.9	370.4	104.7	36	24
Ravalli	80	43	2,031	768	1,848.4	670.7	1,926.7	718.6	230	149
Richland	87	35	1,769	656	1,590.1	600.2	1,656.0	630.8	185	129
Roosevelt	78	47	1,913	643	1,652.7	550.8	1,726.5	571.6	181	118
Rosebud	44	20	922	247	780.9	217.1	813.8	230.3	81	59
Sanders	53	26	1,239	439	1,055.7	381.3	1,106.0	406.5	137	67
Sheridan	62	30	1,105	413	955.4	362.0	1,010.7	385.2	109	72
Silver Bow	176	65	4,795	1,702	4,166.1	1,524.2	4,409.0	1,622.0	470	272
Stillwater	47	24	875	323	793.6	290.3	834.4	309.4	93	77
Sweet Grass..	38	10	544	188	505.6	176.9	527.4	232.0	65	34
Teton	54½	38½	1,139	434	1,018.4	409.7	1,052.8	426.6	111	82
Toole	59	23	1,194	393	1,094.0	367.8	1,147.1	386.8	109	80
Treasure	14	5	240	79	212.3	69.2	223.0	74.1	17	17
Valley	83	37	1,676	659	1,515.6	584.3	1,584.7	683.6	177	126
Wheatland ..	26½	10½	499	171	458.9	151.1	484.5	162.3	57	31
Wibaux	20	6	325	105	279.9	92.4	297.9	101.6	39	21
Yellowstone..	314	106	8,293	2,532	7,428.3	2,359.2	7,803.2	2,464.3	792	495
Totals	3,917	1,573½	84,829	27,950	75,598.6	25,098.8	79,489.2	26,566.3	8,073	5,299

STATISTICAL DATA, 1953-54

COUNTY	NO. TEACHERS		ORIG. ENROLLMENT		A. D. A.		A. N. B.		GRADUATES	
	ELEM.	H. S.	ELEM.	H. S.	ELEM.	H. S.	ELEM.	H. S.	8TH GR.	H. S.
Beaverhead ..	58	19	962	353	883.5	322.4	934.2	344.2	78	76
Big Horn	79	24	1,721	458	1,510.3	405.1	1,606.1	431.4	237	78
Blaine	80	29	1,405	463	1,291.3	417.9	1,353.0	442.7	138	85
Broadwater ..	19	14	361	232	331.8	212.8	340.0	217.6	41	23
Carbon	73	47	1,432	564	1,322.0	513.9	1,369.4	541.0	149	123
Carter	50	6	487	112	427.3	102.9	447.8	109.5	48	19
Cascade	307	98	8,151	2,038	7,084.1	1,905.0	7,430.1	1,990.5	616	378
Chouteau	76	28	984	337	947.4	309.9	979.4	323.4	101	77
Custer	88	21	1,695	527	1,488.4	483.7	1,549.1	514.6	159	95
Daniels	35	16	708	250	616.5	214.4	652.6	230.4	60	49
Dawson	91	24	1,643	531	1,495.1	483.7	1,566.4	506.6	153	131
Deer Lodge ..	51	26	1,491	525	1,365.7	488.3	1,429.3	514.2	154	86
Fallon	45	16	656	218	587.4	203.0	609.7	211.6	63	48
Fergus	125½	45½	2,125	600	1,962.3	549.6	2,037.4	573.7	183	116
Flathead	215	77 2/3	5,037	1,829	4,506.3	1,609.8	4,708.7	1,694.0	510	323
Gallatin	139	56	3,104	986	2,851.9	916.2	2,949.1	945.3	321	215
Garfield	40	7	342	108	318.0	100.7	329.3	104.2	39	30
Glacier	80	27	1,837	505	1,541.8	432.7	1,653.7	463.5	151	76
Golden Val'y ..	19	8	246	83	233.4	76.8	239.9	80.6	25	20
Granite	24	12	489	161	440.3	145.1	462.0	151.4	51	28
Hill	93½	49 1/6	1,976	561	1,814.6	528.9	1,888.0	557.5	184	93
Jefferson	26	16	622	216	562.4	187.3	588.5	199.8	67	34
Judith Basin..	32	21	474	172	449.4	163.4	465.7	171.3	52	36
Lake	85½	56½	2,128	803	1,944.1	722.5	2,041.9	771.9	223	178
Lewis & C'rk	123	43	2,978	1,018	2,696.5	941.8	2,819.0	992.1	265	226
Liberty	29	12	540	153	445.4	141.7	467.2	146.9	45	24
Lincoln	73	29	1,916	557	1,668.3	477.5	1,752.4	505.5	209	81
Madison	34	27	624	342	579.6	325.9	601.9	341.8	65	63
McCone	41	7	547	135	486.6	119.4	508.2	123.0	51	27
Meagher	17	8	289	103	265.9	97.1	276.4	101.3	27	16
Mineral	27½	14½	530	164	467.5	141.5	489.2	149.0	49	21
Missoula	189	61	4,798	1,565	4,379.9	1,357.7	4,567.6	1,423.5	505	280
Musselshell ..	34	20	783	236	724.0	212.9	749.4	221.0	72	43
Park	85	37	1,938	647	1,731.2	607.4	1,792.5	631.9	190	110
Petroleum	12	4	162	53	151.2	51.2	157.4	52.6	42	22
Phillips	58	24	1,040	363	963.1	328.9	1,007.0	345.3	129	74
Pondera	62½	20½	1,345	377	1,230.0	346.1	1,291.1	368.3	107	90
Powder River ..	39	6	397	76	370.0	65.9	387.5	70.0	43	12
Powell	47	17	974	292	880.6	254.1	919.7	266.6	89	53
Prairie	23	8	410	119	370.1	104.6	387.2	108.7	48	15
Ravalli	80½	52½	2,023	790	1,840.3	708.2	1,913.3	748.3	229	146
Richland	86	35	1,775	655	1,594.9	606.0	1,665.2	634.9	168	119
Roosevelt	86	43	2,066	674	1,763.3	587.0	1,858.8	615.0	196	119
Rosebud	40	15	943	249	831.6	221.1	865.4	235.0	66	27
Sanders	50	29	1,174	449	1,053.9	399.6	1,108.8	425.6	140	91
Sheridan	65½	30	1,185	424	1,060.9	385.4	1,106.8	405.5	126	104
Silver Bow	187	71	5,081	1,819	4,481.1	1,606.6	4,726.7	1,701.0	461	251
Stillwater	51	26	955	325	892.4	290.1	924.8	306.1	112	65
Sweet Grass..	38	11	518	197	487.4	187.7	502.8	194.8	66	49
Teton	57½	28½	1,175	467	1,074.6	429.5	1,125.5	447.6	130	99
Toole	59	23	1,356	391	1,263.7	368.5	1,304.5	390.4	114	75
Treasure	14	4	240	73	219.3	64.0	228.4	68.8	27	18
Valley	92.9	39.7	1,831	675	1,605.1	590.8	1,690.4	631.9	174	139
Wheatland ..	24½	14½	493	175	451.5	160.3	472.0	169.2	55	34
Wibaux	19	5	328	96	305.1	89.0	310.4	94.1	29	27
Yellowstone ..	345½	126½	9,091	2,737	8,286.4	2,475.8	8,619.6	2,615.3	755	508
Totals	4,120.6	1,632½	89,614	29,028	80,404.7	26,239.3	84,025.5	27,621.9	8,587	5,445

DISTRICTS, SCHOOLS AND ENROLLMENTS, 1952-53

COUNTY	NO. DIST.	DIST. OPER. SCH.	1-ROOM SCHOOLS		2-ROOM SCHOOLS		CITY AND TOWN ELEM.		HIGH SCHOOLS	
			NO.	ENROLL	NO.	ENROLL	NO.	ENROLL	NO.	ENROLL
Beaverhead	27	24	20	186	2	63	3	701	2	330
Big Horn	7	7	14	108	1	39	7	1,556	2	465
Blaine	19	18	24	198	1	25	7	1,176	4	482
Broadwater	7	6	3	37	2	53	1	273	1	234
Carbon	31	21	10	126	4	100	7	1,176	7	529
Carter	22	21	41	152	---	---	5	297	1	115
Cascade	45	36	26	157	5	178	7	7,302	6	2,010
Chouteau	58	46	45	333	2	57	5	639	4	324
Custer	24	18	19	124	1	25	3	1,405	2	531
Daniels	15	11	7	69	1	24	5	614	3	241
Dawson	37	37	38	254	3	69	3	1,234	2	525
Deer Lodge	10	3	3	33	---	---	1	1,361	1	477
Fallon	24	23	24	207	1	15	2	392	2	222
Fergus	67	54	46	351	6	135	7	1,576	7	613
Flathead	49	45	24	895	15	525	8	3,409	4	1,727
Gallatin	52	32	19	164	4	120	8	2,567	5	955
Garfield	20	20	36	198	---	---	1	129	1	93
Glacier	10	9	12	196	3	116	3	1,396	2	478
Golden Valley	11	12	11	65	---	---	2	125	2	81
Granite	5	4	1	10	1	35	2	432	2	152
Hill	29	25	22	208	---	---	6	1,561	7	515
Jefferson	11	8	3	30	1	43	4	535	2	206
Judith Basin	17	14	4	41	3	74	5	340	4	185
Lake	13	10	4	130	4	145	7	1,802	5	856
Lewis and Clark	28	18	10	212	2	66	5	2,584	2	1,048
Liberty	15	15	15	127	---	---	2	263	2	139
Lincoln	14	13	6	50	2	91	5	1,606	3	498
Madison	13	14	4	26	4	114	4	526	5	309
McCone	26	26	28	203	1	34	3	315	1	130
Meagher	9	9	7	40	1	16	1	216	1	89
Mineral	7	5	2	29	1	33	3	439	3	131
Missoula	15	15	7	112	4	101	6	4,296	2	1,439
Musselshell	11	9	6	31	1	39	4	675	4	206
Park	34	29	22	203	3	54	4	1,447	4	579
Petroleum	10	7	6	47	---	---	1	96	1	46
Phillips	27	27	25	184	5	139	3	713	4	372
Pondera	21	20	18	79	3	97	5	1,098	3	368
Powder River	22	22	32	157	---	---	1	229	1	78
Powell	19	16	12	135	2	88	3	754	1	300
Prairie	5	5	6	20	---	---	2	375	1	115
Ravalli	10	10	1	7	1	22	8	2,002	6	768
Richland	43	36	34	377	4	137	5	1,255	4	656
Roosevelt	11	8	16	154	---	---	6	1,759	6	643
Rosebud	25	11	3	31	4	102	5	789	4	247
Sanders	13	12	5	98	3	136	7	1,005	5	439
Sheridan	32	24	19	184	7	183	5	738	6	413
Silver Bow	8	7	2	8	2	55	3	4,732	1	1,702
Stillwater	33	19	13	165	2	63	5	647	5	323
Sweet Grass	32	22	18	146	3	60	2	338	1	188
Teton	20	17	9	87	2	82	6	970	4	434
Toole	21	20	18	163	---	---	5	1,031	3	393
Treasure	7	6	4	40	1	40	1	160	1	79
Valley	15	13	24	244	2	46	6	1,386	5	659
Wheatland	8	5	4	19	3	69	2	411	2	171
Wibaux	18	12	12	114	---	---	1	211	1	105
Yellowstone	19	24	10	106	7	223	10	7,964	6	2,532
Totals.....	1,201	1,000	854	7,870	130	3,931	238	73,028	176	27,950
1953-54	1,168	988	853							

PROPERTY VALUATION BY COUNTIES

COUNTY	1952 TAXABLE VALUATION	1953 ASSESSMENTS	1953 TAXABLE	1954 ASSESSMENTS	1954 TAXABLE
Beaverhead	\$ 8,035,965	\$ 26,247,520	\$ 7,925,042	\$ 25,362,615	\$ 7,617,927
Big Horn	9,329,231	31,337,526	9,157,824	30,101,370	8,926,419
Blaine	8,035,833	27,330,809	7,929,261	27,097,161	8,038,647
Broadwater	4,094,263	14,075,980	4,134,624	14,554,091	4,224,693
Carbon	12,892,225	34,185,798	12,967,694	33,358,216	12,577,000
Carter	3,704,314	12,696,977	3,680,073	13,317,960	3,781,186
Cascade	41,154,385	156,454,555	42,769,422	162,164,026	44,584,640
Chouteau	11,414,469	43,095,066	11,386,989	43,665,060	11,577,435
Custer	10,553,821	35,153,441	10,509,765	35,909,017	10,728,525
Daniels	4,331,823	17,380,774	4,490,839	18,812,921	4,610,745
Dawson	8,355,769	30,576,391	9,013,890	31,527,134	9,422,929
Deer Lodge	10,793,217	37,954,016	11,073,562	41,936,635	12,176,558
Fallon	4,715,258	15,911,806	4,812,406	15,942,667	4,783,263
Fergus	14,524,214	52,470,544	14,360,705	52,164,999	14,278,172
Flathead	16,156,631	57,386,780	16,347,298	62,284,252	17,709,787
Gallatin	18,788,001	62,479,222	18,907,968	63,355,055	19,065,727
Garfield	3,249,107	10,410,325	3,193,300	10,731,542	3,264,092
Glacier	11,683,615	29,781,961	11,743,641	32,106,662	12,599,173
Golden Valley	2,808,383	8,766,116	2,795,841	8,467,589	2,691,761
Granite	3,994,581	12,550,673	4,006,618	12,723,256	4,096,602
Hill	12,317,158	48,742,020	12,833,477	50,197,275	13,257,879
Jefferson	4,622,915	13,298,299	4,619,557	13,020,019	4,561,191
Judith Basin	7,169,357	24,535,895	7,089,483	23,865,242	6,905,505
Lake	8,562,180	30,018,773	8,703,665	31,109,464	9,042,866
Lewis and Clark	20,932,008	74,677,988	20,905,604	75,029,295	21,089,593
Liberty	4,158,409	16,881,353	4,683,691	18,276,185	4,985,226
Lincoln	6,761,321	22,586,550	7,123,545	22,708,245	7,030,422
Madison	6,051,717	19,016,511	5,800,085	18,596,611	5,670,273
McCone	4,224,249	15,814,593	4,422,589	16,262,512	4,465,056
Meagher	3,796,734	13,137,096	4,100,331	12,954,435	4,044,401
Mineral	2,881,418	8,524,105	2,941,744	8,742,057	2,984,360
Missoula	19,659,574	72,258,070	20,211,491	74,064,707	20,720,193
Musselshell	4,869,927	13,522,957	4,720,557	13,897,098	4,745,545
Park	10,272,334	35,076,622	10,250,970	35,562,848	10,442,993
Petroleum	1,914,065	5,626,994	1,794,135	5,368,517	1,684,623
Phillips	7,523,345	25,597,507	7,768,523	26,345,969	7,944,710
Pondera	9,531,225	34,759,725	9,595,600	34,422,438	9,591,971
Powder River	3,901,205	13,229,976	3,838,197	13,108,368	3,784,076
Powell	6,603,953	22,036,028	7,154,766	21,951,013	7,121,519
Prairie	3,899,505	12,529,349	3,897,455	12,251,075	3,827,497
Ravalli	6,427,475	23,231,504	6,871,803	22,554,840	6,505,799
Richland	6,343,328	23,882,524	6,811,208	27,331,232	7,618,158
Roosevelt	8,290,277	31,486,501	8,942,895	34,640,856	9,660,070
Rosebud	9,478,743	28,332,038	9,429,176	28,459,005	9,345,775
Sanders	6,850,370	21,762,901	6,828,404	23,711,353	7,389,211
Sheridan	6,864,848	28,293,092	6,898,488	31,423,704	7,167,835
Silver Bow	30,095,732	96,384,849	27,681,676	102,406,759	29,769,719
Stillwater	6,598,689	23,468,699	6,791,857	23,839,776	6,964,069
Sweet Grass	4,991,364	16,484,175	4,944,466	16,587,626	4,973,744
Teton	9,322,595	35,518,201	9,550,330	36,568,234	9,729,673
Toole	9,635,048	31,836,609	10,228,026	32,796,363	10,715,312
Treasure	2,071,950	6,879,261	2,073,571	6,975,145	2,114,508
Valley	10,223,644	39,313,486	10,381,992	41,139,363	10,714,272
Wheatland	4,653,606	14,339,923	4,503,079	14,085,250	4,383,434
Wibaux	2,556,312	8,788,069	2,551,972	9,586,600	2,741,452
Yellowstone	47,444,104	185,791,649	50,600,604	194,713,388	52,982,740
Totals	\$530,115,789	\$1,853,910,172	\$538,751,774	\$1,910,135,095	\$553,430,951

VARIOUS EDUCATIONAL FACTORS AS COMPARED TO OTHER STATES AND THE U. S.

	U. S.	MONTANA	WASHINGTON	NO. DAK.	SO. DAK.	HIGH	LOW
Median years completed.....	9.3	10.2	11.2	8.7	8.9	12.0	7.6
No school years completed	2.6	1.3	.9	1.7	.9	9.1	.7
Less than 5 years completed	11.0	6.3	4.7	8.8	5.8	3.9	28.7
Four or more years of college	6.0	6.1	7.2	4.5	4.9	8.1	3.1
Rejections for failing AFQ tests	16.4	5.2	3.8	10.7	6.4	1.3	56.0
* Average salary classroom teachers.....	\$ 3,605.00	\$ 3,435.00	\$ 4,247.00	\$2,750.00	\$2,800.00	\$ 4,800.00	\$1,741.00
Percent elementary teachers less than 4 years training	31.8	66.6	16.0	90.0	99.0	2.5	99.0
Average pupils per teacher	24.1	20.1	23.8	14.6	15.8	14.6	30.6
Income payments per capita (1952)	\$ 1,639.00	\$ 1,697.00	\$ 1,810.00	\$1,223.00	\$1,258.00	\$ 2,260.00	\$ 818.00
Income payments per school age child (1952)	\$ 7,712.00	\$ 7,375.00	\$ 8,826.00	\$4,893.00	\$5,567.00	\$11,294.00	\$3,008.00
Income Payments per ADA	\$10,662.00	\$10,646.00	\$11,428.00	\$7,867.00	\$8,926.00	\$17,340.00	\$3,539.00
Per capita debt State Government (1952)...	\$ 46.14	\$ 76.29	\$ 97.26	\$ 57.25	\$ 32.65	\$ 0.61	\$ 282.56
Per capita general state revenue from taxes (1952)	\$ 64.61	\$ 63.38	\$ 102.72	\$ 74.40	\$ 60.14	\$ 102.72	\$ 35.83
Average current expenditures per capita From state and local sources (1950-51).....	\$ 33.00	\$ 43.00	\$ 39.00	\$ 39.00	\$ 38.00	\$ 47.00	\$ 19.00
Same for per pupil in ADA.....	\$ 217.00	\$ 263.00	\$ 248.00	\$ 228.00	\$ 232.00	\$ 324.00	\$ 85.00
Percent of average income payments going to schools	2.27	(All 3.18 4.1)	2.37	3.04	3.00	3.70	1.75
Median expenditures per classroom (1949-50)	\$ 4,391.00	\$ 5,790.00	\$ 5,497.00	\$3,338.00	\$3,557.00	\$ 7,627.00	\$1,451.00
Percent school-age children in school (1950-51)	82.7	83.0	82.7	81.8	82.0	82.7	75.6
Per capita retails sales (1952)	\$ 1,050.00	\$ 1,204.00	\$ 1,117.00	\$1,179.00	\$1,066.00	\$ 1,413.00	\$ 586.00
Persons of voting age voting (1952).....	65.3	73.2	71.5	77.2	73.9	79.6	24.3
Current Expenditures per ADA	\$ 247.00	\$ 316.00	\$ 287.00	\$ 250.00	\$ 273.00	\$ 356.00	\$ 103.00
Percent aid from State 1953-54 (Total Receipts)	37.3	23.3	56.4	24.1	11.9	84.8	4.0
Percent school buildings rated unsatisfactory		25.11	38.08	8.89	?	82.83	2.32
Current construction needs	10½ Billion		\$250,000,000		\$28,000,000		\$16,000,000
		\$30,000,000		\$20,000,000		1 Billion	

* National Education Association

STATE DEPARTMENT OF PUBLIC INSTRUCTION

The State Superintendent of Public Instruction is elected by the people of Montana for a four-year term. According to law she has the "general supervision of the public schools of the State". Through various laws enacted over the span of years since we first gained status as a territory and then as a state, the State Superintendent has been given many specific duties to perform. To assist her in the performance of these duties, the law provides for an official staff, either through specific law or through the budget. At the present time this staff consists of 37 supervisors, consultants, and assistants, and 33 clerical and stenographic help.

The first function of the State Department of Public Instruction is to provide services for the schools, and in this capacity to act as consultants to local school people on the various phases of school work. Except where expressly directed by law, the State Department of Public Instruction does not interfere with local operation of schools. The department feels that the schools should be kept close to the people and operated and maintained as much as possible through locally elected school trustees, without interference from the state. This is difficult at times due to the appeals made to the State Superintendent of Public Instruction by local people, when they become involved in local controversies concerning the operation of their schools. Sometimes this is the fault of trustees who do not take their jobs seriously or are inadequate for the position, and sometimes it is the fault of certain individuals who always want to have their own way, and refuse to recognize the results of democratic action. However, in cases where local controversies arise, the law gives the right of appeal to the State Superintendent of Public Instruction. The surest way to lose control of your local schools is to have too much outside interference. The State Superintendent of Public Instruction does not want this to happen.

The State Department of Public Instruction has consultative services available in the divisions listed below. Besides these specifically mentioned, members of the department staff assist local school districts and school officials with school construction plans and specifications, with bonding procedures, with evaluation of buildings, with legal interpretations, making out of budgets, and with decisions in many appeals.

The Donable Property division of the State Department of Public Instruction renders a great service to schools in making available to them hundreds of thousands of dollars worth of surplus government property for a fraction of actual value. This is property of the Federal government which has been declared surplus and is available to schools, institutions with training programs, non-profit schools, public health departments, and hospitals. This property is of all kinds and runs from bolts to nuts, textbooks, paper, lumber, precision tools and lathes, to sheets and automobiles.

During the past five years property worth \$5,625,474 has been turned over to our schools for \$281,274, which is about 5 per cent of its value.

Still another service rendered by the State Department of Public Instruction is in the approval of institutions and schools educating veterans. A supervisor is maintained, at Federal expense, to inspect such institutions and approve or disapprove them as to their fitness to educate veterans.

The State Department of Public Instruction also takes the lead in the improvement of courses offered in our schools, in the upgrading of educational offerings, in improving school plants, in the better integration of the teaching of safety, conservation, health, driver education and air-age education. It is also the duty of the State Department of Public Instruction to provide data and leadership in needed school legislation, and in recommending to the State Board of Education desired improvements.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Helena, Montana

MARY M. CONDON.....	State Superintendent
GENEVIEVE SQUIRES.....	Deputy Superintendent
C. R. ANDERSON.....	Administrative Assistant
WILLIAM I. KING.....	High School Supervisor
JAMES M. TINDALL.....	Assistant State Approving Agent G. I. Bill
MRS. WINNAFERN MOORE.....	Rural School Supervisor
DR. O. M. HARTSELL.....	Music Supervisor
HARRY A. NORTON.....	Supervisor of Visual Education
RUSSELL STEEN.....	Business Manager
LESLIE L. BROWN.....	Director of School Lunch Program
EDITH FOSS.....	School Lunch Nutritionist
K. W. BERGAN.....	Supervisor of Indian Education
	Supervisor of Transportation
MRS. SYLVIA HAIGHT.....	Director of State Correspondence School, Missoula, Montana
MRS. ESTHER LERICHE SCHMIDT.....	Director of Certification
MARY D. MAC KENZIE.....	Director of Textbook Library
A. W. JOHNSON.....	State Director of Vocational Education Vocational Agricultural Education
W. LYLE ROESLER.....	Supervisor of Trade and Industrial Education
FRANK HOLLENBACK.....	Itinerant Instructor of Fireman Training
ELMER C. LINEBARGER.....	Itinerant Instructor of Fireman Training
FLORA MARTIN	Supervisor of Home Economics
DOROTHY LOCH	Assistant to the Supervisor
HAROLD HEYWOOD.....	Supervisor of Occupational Information and Guidance
LAURA NICHOLSON.....	Supervisor of Distributive Education
BASIL C. ASHCRAFT.....	Supervisor of Institutional On-Farm Training Program
WILLIAM J. ERNST.....	Director of Donable Property Program

COUNTY SUPERINTENDENTS 1954-1955

County	Superintendent	Address
Beaverhead.....	Mrs. Theo E. Bay.....	Dillon
Big Horn.....	Mrs. Lura P. Strand.....	Hardin
Blaine.....	Mrs. Thelma B. Turner.....	Chinook
Broadwater.....	Mrs. Lavella Morris.....	Townsend
Carbon.....	Mrs. Violette Romek.....	Red Lodge
	John W. Cushman*	
Carter.....	Mrs. Mildred E. Lavell.....	Ekalaka
	Mrs. Lila Anderson*	
Cascade.....	Miss Margaret Holland.....	Great Falls
Chouteau.....	Mrs. Margaretha K. Thomas.....	Fort Benton
Custer.....	Mrs. Ferne E. Kimball.....	Miles City
	Mrs. Audrey Shields Herigstad*	
Daniels.....	Mrs. Alvina Crandell.....	Scobey
Dawson.....	Mrs. Opha Suckow.....	Glendive
	Mrs. Margaret M. Wright*	
Deer Lodge.....	Mrs. Florence Olson.....	Anaconda
Fallon.....	Mrs. Lucille Riley.....	Baker
Fergus.....	Mrs. Elizabeth F. Green.....	Lewistown
	Mrs. Edith H. Donisthorpe*	
Flathead.....	Miss Lulu Barnard.....	Kalispell
Gallatin.....	Mrs. Martha Haynes.....	Bozeman
Garfield.....	Mrs. Mabel Pollard.....	Jordan
Glacier.....	Mrs. Laura Jane Taft.....	Cut Bank
Golden Valley.....	Mrs. May Y. Spearin.....	Ryegate
Granite.....	Mrs. Waive K. Poese.....	Philipsburg
Hill.....	Mrs. Opal Sherle.....	Havre
Jefferson.....	Mrs. Agnes Mikkelson.....	Boulder
	Mrs. Zula Kyler*	
Judith Basin.....	Mrs. Mabel Jackson.....	Stanford
	Mrs. Pearl A. Phillips*	
Lake.....	Mrs. Ina Mae Kain.....	Polson
	Mrs. Muriel Hamman*	
Lewis and Clark.....	Mrs. Dorothy H. Simmons.....	Helena
Liberty.....	Mrs. Alice H. Ternstrom.....	Chester
Lincoln.....	Mrs. Glessie Kemp.....	Libby

COUNTY SUPERINTENDENTS 1954-1955 (Continued)

County	Superintendent	Address
Madison.....	Mrs. Myrta MacLeod.....	Virginia City
McCone.....	Wm. R. Porter.....	Circle
	Mrs. Thominna W. Brown*	
Meagher.....	Mrs. Adeline Swan.....	White Sulphur Springs
Mineral.....	Mrs. Anna J. Murphy.....	Superior
Missoula.....	Arden P. Cole.....	Missoula
	Mrs. Adeline Barton*	
Musselshell.....	Mrs. Francis B. Stalcup.....	Roundup
Park.....	Miss Hilfred B. Paterson.....	Livingston
Petroleum.....	Carl M. Yerrington.....	Winnett
Phillips.....	Miss Margaret Cruikshank.....	Malta
	Lowell Curtis*	
Pondera.....	Miss Elsie Campbell.....	Conrad
Powder River.....	Mrs. Carolyn Frojen.....	Broadus
Powell.....	Mrs. Aili Valiton.....	Deer Lodge
	Miss Florence Hill*	
Prairie.....	Mrs. Selma Gaub.....	Terry
Ravalli.....	Mrs. Agnes E. Cooper.....	Hamilton
Richland.....	Miss Mildred Thorsen.....	Sidney
Roosevelt.....	Mrs. Alice Fossen.....	Wolf Point
Rosebud.....	Mrs. Delia Carolan.....	Forsyth
Sanders.....	Orin P. Kendall.....	Thompson Falls
Sheridan.....	Lloyd A. Markell.....	Plentywood
Silver Bow.....	Miss Maybelle Hogan.....	Butte
Stillwater.....	Miss Florence Rosean.....	Columbus
Sweet Grass.....	Mrs. Margaret Deegan.....	Big Timber
Teton.....	Mrs. Muriel Reiquam.....	Choteau
Toole.....	Mrs. Mable Potts.....	Shelby
Treasure.....	Mrs. Helen M. Henricks.....	Hysham
Valley.....	Mrs. Ruth Putz.....	Glasgow
Wheatland.....	Mrs. Ethel K. Sivertson.....	Harlowton
Wibaux.....	Ray S. Eisenbart.....	Wibaux
Yellowstone.....	T. E. Pemberton.....	Billings

* Takes Office in January, 1955

State Board of Education



Montana State Board of Education, 1954. From left to right — Clarence Popham, Mrs. F. H. Petro, Merritt Warden, Emmet J. Riley, Mary M. Condon, Secretary; J. Hugo Aronson, President; Arnold H. Olsen, Adviser; George N. Lund, G. A. Bosley, Mrs. George Chambers, Horace Dwyer.

The State Board of Education is composed of eleven members of which number the governor, attorney general and state superintendent of public instruction are ex-officio. The governor, by and with the advice and consent of the senate, appoints the remaining eight members for overlapping eight-year terms. The appointees are equally divided between the first and second congressional districts of the State and are so selected that not more than four of such members are affiliated with the same political party or organization. The term of office of the appointed members is eight years.

EX-OFFICIO MEMBERS

Governor J. Hugo Aronson	President
Attorney General Arnold H. Olsen.....	Adviser
Superintendent Mary M. Condon.....	Secretary

APPOINTED MEMBERS

G. A. Bosley, Great Falls.....	Term Expires Feb. 1, 1955
George N. Lund, Reserve.....	" " " 1, 1956
Mrs. F. H. Petro, Miles City.....	" " " 1, 1957
Horace Dwyer, Anaconda.....	" " " 1, 1958
Clarence Popham, Corvallis.....	" " " 1, 1959
Mrs. George Chambers, Cut Bank.....	" " " 1, 1960
Merritt N. Warden, Kalispell.....	" " " 1, 1961
Msgr. Emmet J. Riley, Butte.....	" " " 1, 1962

According to law the board is to hold meetings on the second Monday in April, July, September and December in each year, and may hold special meetings at any time and place it may direct. However, the State Board has held monthly meetings since March, 1951. The Legislative Session of 1951 clarified the duties of the State Board of Education and gave them the power "to determine the need for all expenditures and control the purposes for which all funds of said institutions shall be spent."

The members of the board, other than ex-officio members, receive \$15.00 per day for each day in attendance and necessary and actual expenditures incurred.

The following institutions are under the board's direction:

UNIVERSITY OF MONTANA

	ENROLLMENT	
	Autumn, 1953	Autumn, 1954
Montana State University, Missoula.....	2,217	2,482
Montana State College, Bozeman	1,995	2,333
Montana School of Mines and Bureau of Mines and Geology, Butte	300	245
Western Montana College of Education, Dillon.....	253	269
Eastern Montana College of Education, Billings.....	531	619
Northern Montana College	293	342
Agricultural Experiment Station		
Agricultural Extension Service		

(There are three private, independent colleges in Montana: Carroll at Helena, Great Falls College of Education in Great Falls, and Rocky Mountain College, Billings. All are accredited by the Northwest Accrediting Association and approved by the State Board of Education.)

CUSTODIAL INSTITUTIONS

	ENROLLMENT	
	Fall, 1953	Fall, 1954
Montana School for the Deaf and Blind.....	90	97
State Vocational School for Girls.....	32	50
State Orphans' Home.....	142	196
State Industrial School.....	77	113
Montana State Training School.....	541	559

In addition to the above powers and duties the board prescribes standards of promotion to the high school department of all public schools of the state, accredits all high schools and elementary schools, grants diplomas to the graduates of all state educational institutions, where diplomas are authorized or now granted, upon the recommendation of the faculties thereof. The Board also chooses and appoints presidents and faculties for each of the various state institutions named above and fixes their compensation. There has been no Chancellor of the University of Montana since the Legislative Assembly of 1951 abolished the position. Since that time the president's council has absorbed the duties of the Chancellor. The executive secretary of the Greater University, whose office is located in the Capitol building, in cooperation with the secretary of the state board of education has carried on the business of the Greater University System office. Two budget committees of the board, composed of four members each, work with the presidents in compiling the budget to be presented to the legislative assembly, and the same committees will deal with legislative committees in arriving at the final budget. Under a board mandate the presidents are not to approach the legislative assembly unless requested by the budget committee to do so.

Each unit of the Greater University and each of the custodial institutions, under the jurisdiction of the state board of education, excepting the Montana State Industrial School, has a local executive board composed of three members. All are appointed by the governor with the advice and consent of the State board of education. The board for the state industrial school consists of five members. The law restricts the local executive boards' actions to such powers and duties as are conferred on them by the state board. The state board has formulated a list of powers and duties of these local boards, in order to give them direction and guidance.

The state board of education is also the state board of vocational education and for vocational rehabilitation. The latter division makes a special report to the state board of education, and to the Legislative Assembly.

The state board of education has obviously spent much time on the physical plant needs of the 11 institutions under the board's direction. This was necessitated by the need to provide facilities for the increased school enrollment which will be felt in the university system in a very few years. In like manner the increase in birth rate will be reflected in the population of the custodial institutions more and more.

Loss of other than state revenues, such as the money provided under the G. I. education bill, requires increased state funds for the university system if the standard of education is to be maintained or improved. The cost of living has increased for custodial institutions just as it has for private families. The board feels that the health and welfare of children under its jurisdiction cannot be jeopardized by false economy. A higher percentage of rehabilitation of these children in the long run will be a true economy, in dollars and cents, as well as in more important human values. The board is very conscious of its responsibility to the taxpayers, recognizing it as secondary only to its responsibility to the children.

Other Major Achievements — 1953-1955

1. Authorization of the Ph.D. degree in chemistry and chemical engineering at Montana State College. (Provision for the establishment of the Doctorate at Montana State University and Montana School of Mines was authorized in the December, 1954, meeting.)

2. Expansion of the teacher education program in units of the university in an effort to better meet the challenge of the teacher shortage, and to provide a more economical and improved program of teacher education.

3. The establishment of a budget committee for custodial institutions similar to the one for university units.

4. Better enforcement of accreditation standards for high schools.

5. Establishment of rules and regulations governing local executive boards of the University units and custodial institutions. (Final action taken after July 1, 1954).

Faculty — University of Montana

SALARIES

	Staff	Low		Median		High		Student Ratio
Montana State University.....	168	\$3,000	(10)	\$4,900	(10)	\$7,500	(10)	14.5 to 1
		\$4,400	(12)	\$6,400	(12)	\$8,750	(12)	
Montana State College.....	164	\$3,250	(12)	\$5,600	(12)	\$8,800	(12)	14.1 to 1
Western Montana College of Education	20	\$3,850	(12)	\$5,250	(12)	\$6,350	(12)	15 to 1
Eastern Montana College of Education	39	\$4,935	(12)	\$5,350	(12)	\$6,685	(12)	20 to 1
Northern Montana College	25	\$3,600	(10)	\$4,650	(12)	\$6,166	(12)	13.6 to 1
Montana School of Mines	35	\$3,600	(10)	\$5,500	(10)	\$8,400	(12)	7 to 1

Bonds Outstanding

	AMOUNT	INTEREST	PURPOSE
M. S. U.....	\$2,429,000	3¼% to 4½%	Field House, Dormitory Student Union
M. S. C.	4,600,000	2¾% - 3¾%	3 Dormitories Student Union Extension Quadrangle
Mines	136,000	3¼% - 4 %	Dormitory Library & Museum
Eastern	340,000 90,000	3¾% - 4 % 4%	Main Hall — Dormitory Student Union
Northern	68,000	4%	Dormitory

UNIVERSITY BUILDINGS SINCE 1953

Authorized but some not completed

	AMOUNT	SOURCE	PURPOSE	STATUS
M. S. U.				
Extension Craig Hall.....	\$ 500,000	Earnings	Dormitory & Food Service	Practically Complete
Student Union Facility.....	300,000	Earnings & Student Union Fee	Student Union	Practically Complete
M. S. C.				
Men's Dormitory No. 2.....	1,200,000	Earnings, Fees,	Dormitory and	To Be Completed
Women's Dormitory.....	1,300,000	Interest & Income	Student Union	in 1955
Student Union Addition.....	750,000	Building Fee		"
		Student Union Fee		"
M. S.M.....				
Petroleum Field Station....				
(Eastern Campus, Billings)..	18,000	Appropriated	For Use of Oil Research	Completed
Eastern				
Student Union Bldg.....	90,000	Earning & Student Union Fee	Student Union	In Construction

Authorized by the Board but not financed or under construction

M. S. U.Additional Dormitory — Library Addition \$250,000, Infirmary \$100,000.

Northern

Men's Dormitory.....	350,000
Faculty Housing.....	80,000
Armory-Gymnasium.....	155,000

Eastern

Additional Dormitory.....	155,000
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Buildings Proposed

		LEGISLATIVE REQUESTS	1955
M. S. U.	—	Forest Products Laboratory and Heating Plant	\$161,500
		Completion of Liberal Arts Building	50,000
		Completion of Women's Center	25,000
		Rebuilding interior Law, Science and Main Buildings.....	865,000
M. S. C.	—	Completion of Chemistry Building	400,000
		Addition of Library Wing.....	375,000
		Completion of Engineering Lab. Annex	67,310
		Remodeling Lewis Hall for classrooms	5,000
M. S. M.	—	Completion Petroleum Building	46,000
Eastern	—	Wing to Education Building	180,000
Northern	—	Gymnasium, Addition to Automotive Building	100,000
			48,000

High School Accredited

Status	Number, Public	(Senior)	(Junior)	Number, Private
Fully Approved		121	9	13
Advised		46	3	6
Warned		4		1
Probation		1		
		—	—	—
TOTAL		172	12	20

Goals

1. More attention to all phases of education program of six units of university with emphasis on efficiency, economy, and the needs of Montana.
2. Greater cooperation with education groups such as School Boards Association, High School Association, Inter-Faculty Council, M.E.A. and A.F.T. and the White House Conference on Education.
3. Expansion of program of Vocational Rehabilitation in line with national program.
4. Improvement in quality of all phases of high school program, including expansion of vocational educational opportunities where practical.
5. Proper staffing and maintenance of all custodial institutions to achieve better permanent rehabilitation of children concerned.

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